DOCUMENT RESUME

ED 163 414 CS 004 521

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TITLE British Columbia Reading Assessment 1977; Report 2: Instructional Practices.
INSTITUTION British Columbia Dept. of Education, Victoria.
PUB DATE Oct 77
NOTE 85p.; For related documents, see CS004520-522

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS *Educational Assessment; Educational Objectives; Grade 8; Grade 12; *Program Evaluation; Questionnaires; Reading Achievement; *Reading Instruction; Secondary Education; Surveys; *Teacher Attitudes; Teacher Background; Teaching Methods
IDENTIFIERS *British Columbia

ABSTRACT

The second segment of a two-part general report of a province-wide reading assessment program in British Columbia, this report presents the results of two teacher surveys, one dealing with the desired objectives of secondary reading instruction and the other concerning the methodology of instruction throughout the province. The chapters of the report provide demographic information on the teachers and descriptive data concerning their goals and instructional programs in reading, such as the relative importance that they gave to various instructional objectives in terms of emphasis and frequency of instruction. The report correlates the information gathered in this assessment with the survey information from the language arts assessment reported elsewhere and presents a synthesis of the findings. Appendixes contain a summary of recommendations regarding teacher background, goals, and instructional practices, and a copy of the teacher questionnaire used in the survey. (MAI)

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BRITISH COLUMBIA

READING ASSESSMENT

1977

REPORT 2:

INSTRUCTIONAL PRACTICES

A Report to
The Ministry of Education
Province of British Columbia

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CS004521

B. C. READING ASSESSMENT

A REPORT DEALING WITH INSTRUCTIONAL PRACTICES

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October, 1977

The Ministry of Education

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CHAPTER 1

INTRODUCTION

The movement to educational decision making by legislators and educators resulting from accurate and current province-wide information has continued, based on previous experiences in B. C. and elsewhere in Canada and the United States. For example, information gained in the Language: B.C. survey of 1976 is now being used by some educators at all levels in adjusting the school curriculum to local needs. This move to identify the educational needs of the province began with the formation, by the Department of Education in 1974, of a Joint Committee on Evaluation to advise on the development of a long term assessment plan in B. C. At the same time the Language: B.C. project was initiated as a pilot study in such assessment procedures. That pilot study examined instructional goals, instructional practices and student performance in certain aspects of the English Language Arts. The success of the pilot study led to similar assessments in other areas of the curriculum such as Social Studies and Mathematics and to an extension of the assessment of student performance in Language Arts. Whereas Language: B.C. looked at the total instructional programme in Language Arts and student performance in Reading at the Grade/Year 4 level and Writing in Grades 8 and 12, the current assessment examines instructional practices and student performance in Reading at the Grade 8 and Grade 12 levels.

Components of Assessment

The present Contract Team built upon the work of Language: B.C. The same general structure for the assessment was used: the three main components of the survey were to be the determination of instructional goals, the survey of instructional practices, and the assessment of student performance. The first was concerned with the desired objectives of secondary reading instruction, the second surveyed the methodology of instruction, and the third assessed the resulting student performance. Information resulting from the first two of these components is presented in this report; information resulting from the assessment of student performance is presented in Report 1: Test Results 1977.

In May and June of 1976 the first phase of the project was conducted by examining the goals of instruction in secondary reading as rated by B.C. teachers on the Language: B.C. survey. In addition, these goals were supplemented by instructional objectives presented in curriculum guides and other professional literature. This procedure identified the basic instructional goals of a secondary reading programme. These were later to become the basis of the second phase of the project, the student performance assessment and the instructional practices questionnaire.

Organization of the Report

This report is organized into five chapters: (1) Introduction; (2) Teacher background and general information; (3) Goals and instructional practices; (4) Language: B.C. survey information; and (5) Synthesis of findings.

Procedures and Materials of Assessment

The first task of the Contract Team was to identify the desired instructional outcomes in the secondary reading program for B.C. schools. The two major sources of information in this search were the responses of teachers to that part of the Language: B.C. questionnaire dealing with secondary reading and to statements in professional literature and curriculum guides from British Columbia and other areas. The result of the survey which was conducted by the team in cooperation with the Management Committee was a set of basic objectives for Grades 8 and 12. These objectives were common to both levels and were divided into the following three domains or groups of skills:

The British Columbia Reading Assessment
Instructional Goals - Grades 8 and 12

Objective	
	Domain 1 - Identify the Meaning of Specific Words
1.1	Structural Analysis: Use specific structural elements to help identify word meaning.
1.2	Semantics: Identify the meaning of a word by using the meaning of surrounding words.
1.3	Semantics: Identify the meaning of a word by choosing the appropriate synonym.
	Domain 2 - Comprehension of Prose
2.1	Literal Comprehension: Identify or remember elements in the material read.
2.2	Interpretive Comprehension: Paraphrase, infer, relate, or generalize from elements in the material read.
	Domain 3 - Applied Reading and Study Skills
3.1	Application Forms: Follow directions in completing an application form.
3.2	Dictionary: Find appropriate word meanings and information on word origins.
3.3	Advertisements: Identify integral information in classified advertisements.
3.4	Advertisements: Identify integral information in descriptive advertisements.
3.5	Newspapers and Periodicals: Comprehend journalistic prose.

The list of Objectives organized by Domains and presented above is the finished product that represents many months and hundreds of hours of cooperative labor. The initial task involved the identification and isolation of what were considered essential instructional outcomes. After this basic list of Objectives was identified and organized by Domains, they were submitted to Provincial Review Panels made up of parents, teachers, curriculum directors, principals and other administrators, school trustees, board officials and members of the general public. Review panels met in Castlegar, Prince George, Victoria and West Vanocuver.

Although impressions, viewpoints, and opinions of panel members varied widely, they were by and large supportive and provided valuable feedback which resulted in omitting, modifying, or expanding a number of tests, sub-tests, and items. In some instances, the panel members confirmed or reinforced the ideas that were suggested for the assessment materials. In every case, the opinions advanced by the review panels were given serious consideration and recognized as important sources of information.

The Teacher Questionnaire

In addition to being the basis for the Grade 8 and 12 reading tests, the objectives listed above served also as a basis for the instructional practices questionnaire sent to 1,409 secondary reading teachers and teachers of content areas. Samples of teachers in the content areas of English, Science, and Social Studies were surveyed to determine the relative importance they placed on instructional goals in reading. These samples of potential questionnaire respondents were systematically selected on the basis of information provided annually by teachers to the Ministry of Education on Form "J".

In addition to attempting to discover the importance of the instructional goals in the present secondary program the questionnaire sought information on methods and organizational procedures used to develop reading skills.

The instructional practices questionnaire was designed to gather demographic information on teachers and descriptive data concerning goals and instructional programs in reading. A two part, 15 item teacher questionnaire was designed and developed for the project and administered at different grade levels and content areas. Part One sought to gather background information from respondents, such as highest certificate category, number of years in post-secondary training, and years of teaching experience. Part Two requested information pertaining to goals and to instructional practices in secondary reading, such as the relative importance the respondents gave to various instructional objectives in terms of emphasis, and the frequency with which the respondents implemented specific instructional reading activities.

CHAPTER 2

TEACHER BACKGROUND AND GENERAL INFORMATION

Teachers were asked to provide information regarding:

1. Highest certificate category.
2. Years of post-secondary training as of June, 1977.
3. Years of teaching experience as of June, 1977.
4. Grade level to which the majority of instructional time is given.
5. The subject area to which 50% or more teaching time is allotted.
6. Areas in which at least one full semester of university training has been taken.
7. Number of formal workshops and/or non-credit courses in reading that have been attended in the past two school years.
8. Membership in professional organizations.
9. The perceived importance of subject areas for student success in school.
10. The perceived importance of subject areas for success in adult life.

1. Highest Cerificate Category

Table 2-1 Highest Certificate Category as of June, 1977

Certificate	Percent of Responses
Professional	98.6
Standard	1.3
Licence	0.1

N = 1,409

Discussion

More than 98 per cent of the teachers responding to the questionnaire hold a Professional certificate. No important differences were noticed among Social Studies, Science or English teachers who responded.

2. Years of Post-Secondary Training as of June, 1977.

Table 2-2 Percentage of Teachers by Subject Taught and Grade Range

Years of Post-Secondary Training	English Grade		Science Grade		Social Studies Grade	
	8-10	11-12	8-10	11-12	8-10	11-12
2 or less	4.5	3.7	2.7	1.1	1.5	0.0
3	1.1	0.6	0.6	0.0	0.0	3.1
4	11.4	5.5	4.8	1.1	4.5	7.1
5 or more	83.0	90.1	91.8	97.6	94.1	89.9

N = 1,345

Discussion

Inspection of Table 2-2 indicates that the majority of secondary teachers have five or more years of post-secondary training. Apart from the Grade 8 - 10 teachers, however, there appear to be only minor differences among the reporting groups. The Grade 8 - 10 English and Science teachers, as opposed to the Grade 8 - 10 Socials teachers, appear to have fewer years of post-secondary training than do their counterparts teaching primarily at the Grades 11 and 12 levels.

3. Years of Teaching Experience as of June, 1977

TABLE 2-3 Percentage of Teachers by Subject Taught and Grade Level

Years of Experience	English Grade		Science Grade		Social Studies Grade	
	8-10	11-12	8-10	11-12	8-10	11-12
1 or less	9.0	3.7	8.5	2.9	4.4	4.1
2-3	13.7	9.8	14.2	9.8	21.2	14.4
4 or more	77.3	86.5	77.2	87.3	74.4	81.4

N = 1346

Discussion

The data in Table 2-3 indicate that the majority of secondary teachers surveyed have four or more years of teaching experience. The Grades 8-10 teachers are, as a group, generally less experienced than are the Grades 11-12 teachers. The difference between the junior secondary teachers and the senior secondary teachers with regard to both years of post-secondary education (Table 2-2) and years of experience is consistent with the idea held by many that a teaching position at the senior secondary level is somehow professionally superior to one at the junior secondary level. The idea that some people hold wherein expertise and seniority of teachers are related to the age of the students being taught is a prevalent one in education. It may be worthwhile to determine if this opinion is indeed held in secondary schools in British Columbia. If such a pattern is confirmed the appropriate authorities may wish to consider whether the phenomena is having any deleterious or beneficial effects and take steps accordingly.

There do not appear to be any important differences in years of experience among teachers teaching in the various disciplines.

4. Grade Level to which the Majority of Instructional Time is Given

TABLE 2-4 Percentage of Instructional Time Devoted To:

Grade	English		Science		Social Studies	
	Grade		Grade		Grade	
	8-10	11-12	8-10	11-12	8-10	11-12
8	38.5	2.1	34.3	3.1	37.9	1.2
9	29.9	2.1	26.5	1.2	31.0	0.0
10	24.6	2.7	27.6	5.6	25.3	7.0
11	4.1	43.2	9.2	65.4	2.9	69.8
12	3.0	50.0	2.5	24.7	2.9	22.1

N = 1,189

Discussion

Regarding the allocation of instructional time, it is not surprising that most junior secondary school teachers report that they spend the major portion of their time teaching Grades 8 to 10, while senior secondary teachers give most of their instructional time to Grades 11 and 12. There are, however, some curious anomalies. Some teachers who describe themselves as junior secondary school teachers report that they spend the majority of their instructional time with Grades 11 and 12 students, while some teachers who describe themselves as senior secondary teachers report that the majority of their instructional time is spent with Grades 8 to 10 students. This may be due in some measure to difficulties of time-table organization in small schools.

5. The Subject Area to Which 50% or More of the Teaching Time is Allotted

Table 2-5 50% + Teaching Time Allotted To:

English Grade		Science Grade		Social Studies Grade	
8-10	11-12	8-10	11-12	8-10	11-12
75.6	89.9	90.6	96.5	74.9	91.3

N = 1,262

Discussion

In this question the teachers were asked to indicate one subject area in which they instruct 50% or more of their time. The options listed were: Business Education, English, Fine Arts, Learning Assistance or Special Education, Mathematics, Music, Physical Education, Reading, Science, Social Studies, and Vocational Education. The majority of the responses to this question were constistent with the teacher's self-designation.

English teachers spend most of their time teaching English, Science teachers mainly teach science, and so on. However, the table indicates that fewer teachers of English at both junior and senior secondary levels and fewer grades 8 to 10 teachers generally are engaged for more than 50% of their time in the noted discipline. What these data indicate is that in general English teachers, as a group, are not as specialized as are teachers of Science or Social Studies. This non-specialization is particularly pronounced at the Grades 8 - 10 levels where only 75.6% of those teachers describing themselves as English teachers spent more than 50% of their time teaching English. This datum indicates that 24.4% of the "English" teachers at the Grades 8 - 10 levels spend less that 50% of their instructional time teaching English. Whether this relative lack of specialization at the junior secondary levels, and particularly in English, is desirable or not would have to be determined through further study.

6. Areas in Which at Least One Full Semester of University Training Has Been Taken.

TABLE 2-6 Per Cent of Responding Teachers Indicating They Have Received at Least One Full Semester of University Training

Specialized University Training in the Area of:	GRADE 8-10	GRADE 11-12
Children's Literature	12.1	8.0
Creative Writing	21.1	22.7
Drama	28.0	38.7
English Composition	58.0	58.9
English Literature	91.6	95.7
Speech	13.5	16.6
Language Arts	32.5	19.0
Library	8.2	3.7
Linguistics	28.0	30.7
Reading	29.0	26.4
Remedial Reading	15.6	13.5
None in these areas	3.7	3.7

N = 1,349

Discussion

The results in Table 2-6 indicate that the most frequently covered areas of teacher preparation at the secondary levels are English Composition and English Literature. The disparity between the percentages of teachers reporting who have taken (course work in) English Literature and those having taken (course work in) Children's Literature is worthy of note. Considering the importance that secondary school English teachers place on literature, it may be that teacher preparation programs could be strengthened by the inclusion of a course on literature for the adolescent. The relatively small percentage of teachers who report having taken a course in linguistics may be of some concern if one considers insight into the nature of language as a prerequisite to the successful teaching of English. It should also be borne in mind that many of the modern English textbooks currently in use in secondary schools in British Columbia are conceptualized from a linguistic basis and can presumably be more successfully employed by teachers who are conversant with modern linguistic views of language. The results regarding Reading may be encouraging or disheartening, depending upon one's expectations. Educational mythology holds that secondary school teachers expect their students to be able to read when the students arrive in the secondary school. These same teachers, however, have not been given, during their pre-service education, training in the teaching of reading. The present data suggest that more than 25% of secondary school teachers have some background in the teaching of reading. However, by the same token, almost 75% report having no preparation in this area.

7. Number of Formal Workshops and/or Non-Credit Courses in Reading in the Past Two School Years.

TABLE 2-7 Percentage of Teachers Taking Formal Workshops and/or Non-Credit Courses in The Past Two School Years - By Subject Taught and Grade Level

Number of Workshops and/or Non-Credit Courses	English Grade		Science Grade		Social Studies Grade	
	8-10	11-12	8-10	11-12	8-10	11-12
None	52.8	52.8	85.0	89.1	79.4	78.9
1-2	35.8	39.8	13.5	7.5	17.5	15.8
3-4	7.6	5.0	1.5	1.7	3.1	4.2
5 or more	3.8	2.5	0.0	1.7	0.0	1.1

N = 1,320

Discussion

The data above show that compared with Science and Social Studies teachers, the English teachers are more actively involved with inservice training. However, the secondary English teachers are not as active as the elementary school teachers. Results from Language: B.C. indicate that more than 50% of the teachers responding to the elementary survey were involved with inservice (Language: B.C., 1976) while only 47.2% of the secondary English teachers were so occupied.

Language: B.C. Part 2 A Report Dealing with Instructional Practices
Department of Education, Province of British Columbia, 1976, p. 13

8. Membership in Professional Organizations

TABLE 2-8 Percentage of Teachers Reporting Membership in Professional Organizations

Professional Organization	English		Science		Social Studies	
	Grade		Grade		Grade	
	8-10	11-12	8-10	11-12	8-10	11-12
B.C. English Teacher's Association	46.7	60.7	6.0	1.1	10.3	9.2
Canadian Council of Teachers of English	3.7	5.5	0.0	0.0	0.0	0.0
National Council of Teachers of English	5.3	11.0	0.0	0.6	1.0	0.0
International Reading Association	2.9	3.1	0.6	1.7	0.0	0.0
Secondary Learning Assistance Teachers' Association	4.0	1.2	0.3	0.0	0.5	2.0
B.C. Association of Mathematics Teachers	0.5	0.0	6.3	4.6	0.0	0.0
B.C. Science Teachers' Association	0.3	0.0	6.3	4.6	0.0	0.0
B.C. Social Studies Teachers' Association	4.5	1.8	0.9	0.0	40.4	37.8
Special Education Association	2.1	0.6	0.6	2.9	2.0	1.0

N = 1,349

Discussion

The data in Table 2-8 show that 46.7% of the junior secondary school teachers of English and 60.7% of the senior secondary school English teachers belong to the B.C. English Teachers' Association. If these figures are taken to reflect some sense of allegiance to one's own teaching area, then teachers of English stand midway between the teachers of Social Studies and the teachers of Science. Teachers of English at the Grade 11-12 levels are more likely to be members of the B.C.E.T.A. than those at the Grade 8-10 levels. Membership of teachers in any of the related professional organizations (C.C.T.E.; N.C.T.E.; I.R.A.) is very small. Reading Associations are useful not only to teachers of English but also to Science and Social Studies teachers as there is a relatively large amount of professional literature available pertaining to reading skills in the content areas. If membership in professional organizations is perceived to be a useful way of keeping up with developments in one's discipline then ways and means of encouraging more secondary school teachers to join such associations should be sought.

9. The Perceived Importance of Subject Areas for Student Success in School.

TABLE 2-9 Importance of Subject Areas as Perceived by Teachers at Grade Levels

Subject Area	Mean Importance	English		Science		Social Studies	
		Grade		Grade		Grade	
		8-10	11-12	8-10	11-12	8-10	11-12
Business Education	2.6	2.7	2.8	2.3	2.5	2.9	3.0
English	4.8	4.9	4.9	4.8	4.8	4.8	4.9
Fine Arts	2.7	3.0	2.9	2.3	2.5	2.9	2.7
Mathematics	4.3	4.3	4.0	4.5	4.4	4.2	3.9
Music	2.6	2.8	2.7	2.3	2.4	2.7	2.6
Physical Education	3.7	3.8	3.5	3.6	3.6	3.7	3.7
Reading	4.9	4.9	4.8	4.9	4.8	4.9	4.9
Science	3.9	3.9	3.8	3.9	4.0	3.9	3.7
Social Studies	4.0	4.1	4.0	3.7	3.8	4.1	4.2
Vocational Education	3.2	3.4	3.1	2.9	2.9	3.3	3.2

N = 1,409

Key: Not Important = 1
Very Important = 5

Discussion

The data in Table 2-9 indicate Reading, English, and Mathematics are most highly regarded as being important to the pupils' success in school by teachers in the three teaching areas responding to the questionnaire. In general, there is remarkable uniformity of opinion across disciplines and grades with no discernable trend for teachers to favour or overrate their own teaching specialties. The importance of success in Reading is evident from the data in this Table when compared with the percentage of teachers receiving pre-service preparation in Reading, (Table 2-7) suggests that there exists a highly receptive attitude on the part of secondary teachers towards some form of in-service in the teaching of Reading.

10. The Perceived Importance of Subject Areas for Student Success in Adult Life

TABLE 2-10 Mean Ratings of Various Subject Areas for Success in Adult Life

Subject Areas	Mean Importance	English		Science		Social Studies	
		Grade		Grade		Grade	
		8-10	11-12	8-10	11-12	8-10	11-12
Business Education	3.7	3.7	3.7	3.6	3.6	3.8	3.9
English	4.5	4.5	4.6	4.5	4.5	4.6	4.6
Fine Arts	3.1	3.3	3.5	2.8	3.0	3.1	3.0
Mathematics	3.8	3.8	3.5	4.1	3.9	3.8	3.5
Music	3.0	3.1	3.2	2.8	2.9	2.9	2.9
Phys. Ed.	3.8	3.9	3.8	3.8	3.7	3.9	3.9
Reading	4.7	4.7	4.7	4.7	4.6	4.7	4.8
Science	3.4	3.3	3.3	3.6	3.7	3.4	3.3
Social Studies	3.7	3.7	3.8	3.5	3.6	4.0	4.1
Vocational Education	3.8	3.9	3.7	3.7	3.6	3.7	3.8

N = 1,409

Key: Not Important = 1
Very Important = 5

Discussion

The responses to this question show the same remarkable degree of uniformity across grades and disciplines as is evident in the responses to the previous question. Reading and English are seen as being the most important contributors to success in adult life. In fact, respondents ranked these subject areas approximately one category higher (i.e. "Very Important" vs. "Important") than they ranked any other area. This finding seems to reflect the common view of the relative importance of "Reading, Writing and Arithmetic". Mathematics now shares third place with Physical Education and Vocational Education.

TABLE 2-11 Population Mean Ratings of Various Subject Areas

Subject Area	Success in School	Success in Adult Life
Business Education	2.6	3.7
English	4.8	4.5
Fine Arts	2.7	3.1
Mathematics	4.3	3.8
Music	2.6	3.0
Physical Education	3.7	3.8
Reading	4.9	4.7
Science	3.9	3.4
Social Studies	4.0	3.7
Vocational Education	3.2	3.8

N = 1,409
Key: Not Important = 1
Very Important = 5

Discussion

The data in Table 2-11 show an interesting pattern. In general, the traditional subjects, English, Mathematics, Reading, Science and Social Studies drop in perceived importance from their position for success in school to their significance for success in adult life. Conversely, the non-basic subjects, Business Education, Fine Arts, Music and Vocational Education rise in importance. Apart from Vocational Education, the non-basic subjects do not achieve nearly the importance of the traditional subjects. The reason for this pattern is not evident from the present data. These results may reflect a common belief among educators and the public that there are certain essential or basic skills which must be learned by the student prior to and regardless of the career he chooses. Following entry into some profession or vocation, it is believed that subjects or experiences directly related to those fields gain in importance relative to the basic skill subjects.

RECOMMENDATIONS

1. If the lower level of teacher specialization at the Grade 8 - 10 level, as opposed to the Grade 11 - 12 level, is perceived as a potential problem then, based on the data in Table 2-5, a study should be undertaken to ascertain whether or not a relative lack of specialization is having a deleterious effect on the success of English teaching.

2. If it is believed that a course in Adolescent Interest Literature would be more beneficial than a course in English Literature then, based on the data in Table 2-6, modifications in the pre-service preparation of secondary English teachers should be examined.

3. If an understanding of the nature of language is felt to be necessary to the successful teaching of English then, based on data in Table 2-6, steps should be taken to ensure that all secondary English teachers receive some preparation (pre-service and/or in-service) in linguistics.

4. Based on the data in Tables 2-6, 2-7, 2-9 and 2-10, it is strongly recommended that steps be taken to ensure that all secondary teachers in all subject areas are sufficiently trained and willing to give students guidance in the development of reading ability.

5. Based on the data in Tables 2-7 and 2-9, it is recommended that through pre-service and in-service training all secondary teachers be instructed in:
   a) the reading process
   b) methods to teach in such a process
   d) the specific reading skills students need to cope with the teacher's content area
   e) how to diagnose a student's ability in each skill area of reading
   f) how to introduce and upgrade such skills as part of the content courses

CHAPTER 3

GOALS AND INSTRUCTIONAL PRACTICES

A total of 1,409 teachers responded to that part of the questionnaire relating to various instructional practices. Teachers of each grade level (8 - 12 inclusive) were asked to indicate the percent of secondary students enrolled in their schools at each grade level who would have received specific reading instruction by the end of the 1976-77 school year. Specific reading instruction was defined using the categories of Hill and Bartin (1975) and Kinzer (1976). (See Chapter 5).

a) Developmental reading classes -- systematic instruction in reading skills, regardless of the relative reading ability of the student.
b) Corrective reading classes -- adjusted group instruction in reading for students revealing some difficulty with reading and its uses.
c) Remedial reading programme -- individualized reading treatment for students with serious reading disabilities.
d) Content or subject-oriented reading instruction -- systematic instruction in reading within the subject-area setting and oriented to the needs of that area.
e) "Disadvantaged" reader programmes -- special, reading-oriented programmes, limited to students meeting certain criteria of socio-economic or cultural disadvantagement.

Teachers had 5 categories from which to select the percentage of students from their particular schools: 1) 0 - 10%
2) 11 - 30%
3) 31 - 50%
4) 51 - 75%
5) 76 - 100%

Percentage of Students Receiving Specific Reading Instruction

In Grade 8, an average of 35.2% (the largest group) of the teachers who responded (English, Social Studies and Science) indicated that 11-30% of students would receive specific reading instruction during their school year. It is interesting to note that the next highest percentage of all teachers, an average of 27.3%, indicated that 76 - 100% of students would receive specific reading instruction during their school year. Junior secondary English teachers agreed with this ranking but senior secondary English teachers were divided

between thinking that either less than 50% of students or more than 76% of students received specific reading instruction. To account for such disparity it would appear that perhaps teachers, in all content areas, failed to understand either the term "specific reading instruction", or its definition as supplied in the questionnaire.

TABLE 3-1 Grade 8 Students
Receiving Specific Reading Instruction as Indicated by All Teachers

% of Students	English Grade		Science Grade		Social Studies Grade	
	8-10	11-12	8-10	11-12	8-10	11-12
0-10%	20.7	17.6	22.4	30.3	24.2	23.1
11-30%	35.7	29.4	35.3	36.4	34.9	38.5
31-50%	10.5	19.6	11.4	6.1	2.7	12.8
51-75%	5.8	3.9	5.5	1.5	6.7	2.6
76-100%	27.2	29.4	25.5	25.8	31.5	23.1

For Grade 9, teachers who responded were very much in agreement (42.9% across English, Social Studies and Science) and indicated that 0-10% of students received specific reading instruction during the school year. The next category, with 29.3% of teachers in agreement, was that 11-30% of students obtained specific reading instruction.

TABLE 3-2 Grade 9 Students
Receiving Specific Reading Instruction as Indicated by all Teachers

% of Students	English Grade		Science Grade		Social Studies Grade	
	8-10	11-12	8-10	11-12	8-10	11-12
0-10%	41.3	40.0	41.2	50.0	42.9	56.1
11-30%	30.6	34.5	28.4	29.4	29.3	26.8
31-50%	8.2	9.1	9.5	4.4	3.6	2.4
51-75%	3.2	5.5	4.1	1.5	4.3	4.9
76-100%	16.7	10.9	16.9	14.7	20.0	9.8

In Grade 10, at least half the teachers who responded (both across subject areas and in English) agreed that 0-10% of students received specific reading instruction. Here again, the next category (with 19.5% of teachers) was that 11-30% of students received specific reading instruction in their schools.

TABLE 3-3 Grade 10 Students
Receiving Specific Reading Instruction as Indicated by all Teachers

% of Students	English Grade		Science Grade		Social Studies Grade	
	8-10	11-12	8-10	11-12	8-10	11-12
0-10%	52.6	56.4	54.3	60.2	56.0	74.1
11-30%	23.7	21.8	19.4	14.3	18.7	8.6
31-50%	5.3	7.7	7.3	6.1	3.0	1.7
51-75%	1.5	2.6	2.0	2.0	2.2	5.2
76-100%	16.9	11.5	17.0	17.3	20.1	10.3

By Grade 11, 70.1% of the teachers who responded indicated that 0-10% of students received specific reading instruction.

TABLE 3-4 Grade 11 Students
Receiving Specific Reading Instruction as Indicated by all Teachers

% of Students	English Grade		Science Grade		Social Studies Grade	
	8-10	11-12	8-10	11-12	8-10	11-12
0-10%	72.3	57.8	68.7	73.9	74.3	77.6
10-30%	16.0	24.2	15.7	17.6	13.5	9.4
31-50%	1.7	6.3	1.7	1.4	2.7	2.4
51-75%	0.8	1.6	0.9	0.0	1.4	1.2
76-100%	9.2	10.2	13.0	7.0	8.1	9.4

For Grade 12, this figure had increased so that 73% of the teachers who responded indicated that 0-10% of students received specific reading instruction.

TABLE 3-5 Grade 12 Students
Receiving Specific Reading Instruction as Indicated by all Teachers

% of Students	English Grade		Science Grade		Social Studies Grade	
	8-10	11-12	8-10	11-12	8-10	11-12
0-10%	73.5	63.6	71.8	80.6	70.3	78.1
11-30%	17.7	17.8	11.8	11.2	18.9	9.6
31-50%	0.9	6.8	0.9	1.5	2.7	2.7
51-75%	0.0	4.2	1.8	0.0	0.0	2.7
76-100%	8.0	7.6	13.6	6.7	8.1	6.8

Discussion

It is interesting to note that across the subject areas of English, Social Studies and Science, teachers appear to be in agreement regarding this issue of time spent on reading instruction.

Generally, it appears that after Grade 8 the percentage of students receiving specific Reading instruction drops to 10% or below. It is only in Grade 8 that specific reading instruction is given to more than 10% of students in the school.

A recently completed master's study, Kinzer, C.K., "A Status Survey of Secondary Reading Programs in British Columbia: 1976", supports these findings. Kinzer reports that a major reason for absence of Reading programs, as identified by the administrators to whom his questionnaire was directed, was lack of trained personnel. In addition, he suggests that of the programs that are available, the majority are remedial or corrective in nature. He does point out, however, that since 1970 there has been a steady and accelerating increase in the number and kind of reading programs offered in the secondary schools of the province.

Perceived Importance of Instructional Goals

Teachers were asked to indicate the relative importance of the following objectives or goals with regard to the emphasis they gave, or felt they had to give at the grade level for which they were answering.

24.

Respondents had 5 categories in which to place their goals/objectives:

1. Of No Importance
2. Of Little Importance
3. Of Moderate Importance
4. Important
5. Essential

Overall, on the average, 59% of the teachers who responded rated the following objectives or goals as essential:

i) comprehend at the literal level

ii) follow directions

iii) use dictionary effectively

Response Percentages

TABLE 3-6 Comprehend at the Literal Level

Response	English Grade 8-10	English Grade 11-12	Science Grade 8-10	Science Grade 11-12	Social Studies Grade 8-10	Social Studies Grade 11-12
Of No Importance	0.3	0.0	0.6	0.0	0.0	0.0
Of Little Importance	0.3	0.6	0.6	0.6	1.0	0.0
Of Moderate Importance	8.8	8.1	11.0	4.6	13.2	9.6
Important	26.9	29.8	32.5	29.5	34.5	34.0
Essential	63.7	61.5	55.2	65.3	51.3	56.4

Response Percentages

TABLE 3-7 Follow Directions

Response	English Grade 8-10	English Grade 11-12	Science Grade 8-10	Science Grade 11-12	Social Studies Grade 8-10	Social Studies Grade 11-12
Of No Importance	0.0	0.0	0.3	0.0	0.0	0.0
Of Little Importance	0.0	1.3	0.3	1.2	1.0	0.0
Of Moderate Importance	5.6	5.7	2.5	1.2	4.1	6.3
Important	16.3	22.0	19.0	16.8	23.4	25.3
Essential	78.1	71.1	77.9	80.9	71.6	68.4

TABLE 3-8 Response Percentages
Use Dictionary Effectively

Response	English Grade 8-10	English Grade 11-12	Science Grade 8-10	Science Grade 11-12	Social Studies Grade 8-10	Social Studies Grade 11-12
Of No Importance	0.0	1.2	1.5	0.6	0.0	0.0
Of Little Importance	1.6	3.1	8.3	7.0	3.6	1.1
Of Moderate Importance	15.2	11.8	21.8	22.1	17.8	13.7
Important	36.3	36.6	32.8	34.9	31.5	36.8
Essential	46.9	47.2	35.6	35.5	47.2	48.4

Overall, on the average, 45% of the teachers who responded rated the following objectives or goals as important:

i) use structural analyses to understand new words
ii) use context clues to derive meaning of new words *
iii) have a large and varied vocabulary
iv) comprehend at the inferential level *
v) use appropriate skills to deal with different kinds of material *

TABLE 3-9 Response Percentages
Use Structural Analysis to
Understand New Words

Response	English Grade 8-10	English Grade 11-12	Science Grade 8-10	Science Grade 11-12	Social Studies Grade 8-10	Social Studies Grade 11-12
Of No Importance	0.0	3.1	1.9	0.0	0.0	1.1
Of Little Importance	3.3	6.8	5.3	5.2	6.7	5.4
Of Moderate Importance	25.6	29.2	21.9	22.0	28.4	31.2
Important	44.9	42.2	45.3	43.4	40.2	41.9
Essential	26.2	18.6	25.6	29.5	24.7	20.4

* exceptions are discussed on p. 28.

Response Percentages

TABLE 3-10 Use Context Clues To Derive Meaning of New Words

Response	English		Science		Social Studies	
	Grade		Grade		Grade	
	8-10	11-12	8-10	11-12	8-10	11-12
Of No Importance	0.3	0.6	2.6	0.6	0.0	0.0
Of Little Importance	1.9	3.2	4.6	7.0	4.1	2.1
Of Moderate Importance	9.6	8.9	17.8	20.3	11.2	25.3
Important	36.6	41.8	48.6	47.7	48.7	44.2
Essential	51.6*	45.6*	26.5	24.4	36.0	28.4

Response Percentages

TABLE 3-11 Have a Large and Varied Vocabulary

Response	English		Science		Social Studies	
	Grade		Grade		Grade	
	8-10	11-12	8-10	11-12	8-10	11-12
Of No Importance	0.0	0.0	0.0	0.0	0.0	0.0
Of Little Importance	1.6	0.0	4.3	2.4	1.0	2.2
Of Moderate Importance	22.5	14.4	33.9	28.8	23.4	20.0
Important	42.8	50.6	40.7	46.5	48.4	44.4
Essential	33.1	35.0	21.1	22.4	27.1	33.3

* exceptions are discussed on p. 28.

Response Percentages

TABLE 3-12 Comprehend at the Inferential Level

Response	English		Science		Social Studies	
	Grade		Grade		Grade	
	8-10	11-12	8-10	11-12	8-10	11-12
Of No Importance	0.0	0.0	0.9	1.7	0.0	1.1
Of Little Importance	1.9	0.0	7.5	4.7	0.5	1.1
Of Moderate Importance	16.6	8.2	27.6	10.5	17.3	11.6
Important	51.9	41.5	41.6	46.5	46.7	48.4
Essential	29.7	50.3*	22.4	36.6	35.5	37.9

Response Percentages

TABLE 3-13 Use Appropriate Skills to Deal with Different Kinds of Material

Response	English		Science		Social Studies	
	Grade		Grade		Grade	
	8-10	11-12	8-10	11-12	8-10	11-12
Of No Importance	0.5	0.0	1.0	0.0	0.0	0.0
Of Little Importance	1.4	1.3	4.1	1.2	0.5	1.1
Of Moderate Importance	15.5	9.5	25.2	18.7	15.5	9.5
Important	45.0	43.0	43.0	48.8	41.5	43.2
Essential	37.6	46.2	26.8	31.3	42.5*	46.5*

*exceptions are discussed on p. 28

Discussion

Teachers were in agreement across subject areas of English, Social Studies and Science except in three notable places. Junior secondary English teachers would place a greater emphasis on context clues, rating it as an "Essential" part of a student's facility in reading. Senior secondary English teachers rated the ability to comprehend at the inferential level as "Essential". Clearly, these two cases reflect the emphases that these skills are given at these different stages of the English program in schools. The third area in which teachers did not agree was that of using appropriate skills to deal with different kinds of material. Here, both junior and senior secondary Social Studies teachers rated this ability as "Essential". This again could reflect the nature of the subject area where students must deal with many types of information: factual, slanted, editorial, biographical, etc. and must have different skills to deal effectively with different types of material.

Frequency of Specific Activities to Develop Reading Skills

Teachers were asked to indicate the frequency with which they used specific activities to develop reading skills during a period of instruction such as a new unit of study. There were five categories in which respondents could place their activities:

1) Never
2) Rarely
3) Sometimes
4) Often
5) Always

Overall, on the average, 45% of the teachers who responded indicated that they often used the following activities during a period of instruction such as a new unit of study:

i) instruction in vocabulary development (e.g. teaching new concepts, technical terms)

ii) instruction in literal comprehension skills (directly identifying factual information such as sequence, cause-effect, main idea)

iii) instruction in inferential comprehension skills (deducing what is implied by interpreting material read)

TABLE 3-14 Response Percentages
Instruction in Vocabulary Development

Response	English Grade 8-10	English Grade 11-12	Science Grade 8-10	Science Grade 11-12	Social Studies Grade 8-10	Social Studies Grade 11-12
Never	0.3	0.0	2.1	0.0	0.5	2.2
Rarely	3.2	2.5	5.5	2.3	5.2	8.7
Sometimes	28.1	29.4	14.7	19.8	28.8	19.6
Often	45.7	49.4	45.1	48.8	49.7	51.1
Always	22.7	18.8	32.5	29.1	15.7	18.5

Response Percentages

TABLE 3-15 Instruction in Literal Comprehension Skills

Response	English Grade 8-10	English Grade 11-12	Science Grade 8-10	Science Grade 11-12	Social Studies Grade 8-10	Social Studies Grade 11-12
Never	0.0	1.2	8.0	5.9	0.5	2.2
Rarely	4.8	3.1	19.1	18.8	7.3	7.5
Sometimes	20.9	18.0	28.0	25.3	32.5	21.5
Often	46.5	49.7	31.1	36.5	40.3	50.5
Always	27.8	28.0	13.8	13.5	19.4	18.3

Response Percentages

TABLE 3-16 Instruction in Inferential Comprehension Skills

Response	English		Science		Social Studies	
	Grade		Grade		Grade	
	8-10	11-12	8-10	11-12	8-10	11-12
Never	0.3	0.0	5.6	5.9	0.0	3.3
Rarely	3.0	1.3	18.0	18.8	9.9	5.4
Sometimes	24.1	11.3	40.2	24.7	31.9	23.9
Often	49.7	50.0	27.9	35.9	43.5	54.3
Always	23.0	37.5	8.4	14.7	14.7	13.0

Overall, on the average, 37% of the teachers who responded indicated that they sometimes used the following activities during a period of instruction such as a new unit of study:

i) word attack skills (e.g. break down words into component parts)

ii) instruction in context clues (e.g. derive meaning from surrounding words, pictures and graphs)

iii) teach applied reading skills (e.g. following direction, filling in forms)

iv) teach reference skills (e.g. dictionary use)

v) discuss necessary reading skills required when making a new assignment (e.g. skimming for overview, scanning for details, understanding different forms of reading material)

Response Percentages

TABLE 3-17 Instruction in Word Attack Skills

Response	English		Science		Social Studies	
	Grade		Grade		Grade	
	8-10	11-12	8-10	11-12	8-10	11-12
Never	1.3	3.8	9.2	7.0	9.0	16.1
Rarely	13.5	21.3	22.7	17.0	24.3	25.8
Sometimes	49.3	52.5	36.2	39.2	44.4	38.7
Often	30.7	20.0	24.8	28.7	19.0	16.1
Always	5.1	2.5	7.1	8.2	3.2	3.2

Response Percentages
TABLE 3-18 Instruction in Context Clues

Response	English Grade 8-10	English Grade 11-12	Science Grade 8-10	Science Grade 11-12	Social Studies Grade 8-10	Social Studies Grade 11-12
Never	0.8	2.5	7.4	8.2	1.0	5.4
Rarely	7.8	8.2	19.7	21.6	11.5	8.6
Sometimes	35.7	45.9	42.5	34.5	40.8	51.6
Often	44.0*	35.8	25.5	27.5	35.1	28.0
Always	11.8	7.5	4.9	8.2	11.5	6.5

Response Percentages
TABLE 3-19 Teach Applied Reading

Response	English Grade 8-10	English Grade 11-12	Science Grade 8-10	Science Grade 11-12	Social Studies Grade 8-10	Social Studies Grade 11-12
Never	1.6	6.3	4.3	8.8	5.3	7.6
Rarely	15.7	31.4	13.5	24.0	19.5	26.1
Sometimes	43.0	35.2	22.2	29.8	31.6	38.0
Often	26.5	17.0	35.4*	25.1	33.7	21.7
Always	13.2	10.1	24.6*	12.3	10.0	6.5

* exceptions are discussed on page 33

Response Percentages
TABLE 3-20 Teach Reference Skills

Response	English Grade 8-10	English Grade 11-12	Science Grade 8-10	Science Grade 11-12	Social Studies Grade 8-10	Social Studies Grade 11-12
Never	0.8	2.5	11.2	15.8	1.1	5.4
Rarely	7.8	16.9	25.8	32.7	20.5	23.9
Sometimes	38.9	36.3	36.6	33.3	33.2	33.7
Often	35.7	31.9	20.2	14.0	30.5	27.2
Always	16.8	12.5	6.2	4.1	14.7	9.8

Response Percentages
TABLE 3-21 Discuss Necessary Reading Skills when Making New Assignments

Response	English Grade 8-10	English Grade 11-12	Science Grade 8-10	Science Grade 11-12	Social Studies Grade 8-10	Social Studies Grade 11-12
Never	1.1	0.6	12.9	12.9	3.2	3.2
Rarely	12.9	8.8	29.8	34.5	12.6	11.8
Sometimes	39.1	38.8	31.0	29.8	32.6	34.4
Often	32.1	35.5	19.6	17.5	38.9	33.3
Always	14.8	17.5	6.7	5.3	12.6	17.2

Discussion:

With only a few exceptions, teachers across subject areas (English, Social Studies and Science) were again very much in agreement. Junior secondary English teachers indicated their instruction time in context clues one category higher (i.e. "Often") which reflects the nature of the junior secondary skill-oriented program. Also, an almost equal percentage of junior secondary teachers (36% vs. 39%) who responded indicated they "Often" spend time teaching reference skills. Unerstandably, 38% of senior English teachers who responded indicated they "Always" spend time on inferential comprehension skills compared with 50% who said they "Often" did. It is also heartening to note that 60% of the junior secondary science teachers teach applied reading skills "Often" or "Always".

In all three subject areas (both junior and senior levels) the teachers who responded indicated that 29% "Often" discussed necessary reading skills when making a new assignment as opposed to 35% who stated they "Sometimes" did.

It is interesting to note the discrepancy in teacher responses to the question of instructional procedures between the Language: B.C. findings of 1976 and the present findings. In the earlier report teachers indicated that they rarely used formal approaches to reading instruction or set aside time for skill development. (See Chapter 4, Table 4-6). In the present survey a sizeable proportion of teachers indicated they attended to these skills "Often" or at least "Sometimes". (See above). Apparently, then, teacher attitudes to and behaviors in reading instruction are changing.

It is encouraging to note that reading skills are reported as presently being developed with increasing frequency across subject areas.

Attitudes Regarding the Place of Reading in the Secondary School

Teachers were asked to indicate their reactions to various statements, (labelled A-J), concerning reading activity. There were five categories from which teachers could select their reaction:

1) Strongly Disagree
2) Disagree
3) Undecided
4) Agree
5) Strongly Agree

The teachers who responded showed that they were very much in accord with the following statements:

A. An average of 41% indicated "Strongly Agree" regarding the statement that "the teaching of remedial reading in the secondary school should be carried out only by specially trained reading teachers."

TABLE 3-22

Response	English Grade		Science Grade		Social Studies Grade	
	8-10	11-12	8-10	11-12	8-10	11-12
Strongly Disagree	2.1	1.3	0.6	1.7	3.1	0.0
Disagree	8.6	11.9	8.9	7.5	14.3	8.8
Undecided	10.7	8.8	11.7	8.0	12.8	17.6
Agree	34.5	36.3	36.2	46.0	31.6	38.5
Strongly Agree	44.1	41.9	42.6	36.8	38.3	35.2

B. An average of 40% indicated "Agree" regarding the statement that "it is necessary to have taken courses specializing in the teaching of reading in order to teach reading effectively."

TABLE 3-23

Response	English Grade 8-10	English Grade 11-12	Science Grade 8-10	Science Grade 11-12	Social Studies Grade 8-10	Social Studies Grade 11-12
Strongly Disagree	0.8	1.3	1.2	2.4	3.6	3.3
Disagree	13.7	20.1	19.5	18.2	15.7	17.6
Undecided	14.3	20.1	21.4	19.4	20.8	22.0
Agree	42.6	37.7	41.2	41.2	37.3	38.5
Strongly Agree	28.6	20.8	16.7	18.8	22.3	18.7

C. An average of 49% indicated "Agree" regarding the statement that "the teaching of reading can be incorporated into the teaching of the subject discipline without interfering with the main objective of that subject."

TABLE 3-24

Response	English Grade 8-10	English Grade 11-12	Science Grade 8-10	Science Grade 11-12	Social Studies Grade 8-10	Social Studies Grade 11-12
Strongly Disagree	0.5	2.5	2.8	1.7	1.5	4.4
Disagree	7.6	9.4	13.9	19.2	7.6	8.8
Undecided	13.1	11.9	16.7	19.2	12.7	17.6
Agree	49.9	50.0	46.0	43.6	55.8	50.5
Strongly Agree	28.9	26.3	20.7	16.3	22.3	18.7

D. An average of 43% indicated "Agree" regarding the statement that "the English teacher is in the best position to determine and teach reading skills". It is interesting to note, however, that Science and Social Studies teachers are more in favour of this position than are teachers of English.

TABLE 3-25

Response	English		Science		Social Studies	
	Grade		Grade		Grade	
	8-10	11-12	8-10	11-12	8-10	11-12
Strongly Disagree	3.6	5.7	4.9	1.2	4.1	5.5
Disagree	25.4	28.0	17.5	18.5	19.6	19.8
Undecided	21.3	20.4	17.2	21.4	19.6	18.7
Agree	40.4	35.7	47.5	48.0	41.8	45.1
Strongly Agree	9.3	10.2	12.9	11.0	14.9	11.0

E. An average of 53% indicated "Agree" regarding the statement that "teaching reading and study skills enhances students' learning of English". (Many respondents also indicate that they "Strongly Agree" regarding this statement. See table below.)

TABLE 3-26

Response	English		Science		Social Studies	
	Grade		Grade		Grade	
	8-10	11-12	8-10	11-12	8-10	11-12
Strongly Disagree	0.5	0.6	0.3	0.0	0.0	0.0
Disagree	1.6	0.6	1.6	0.6	1.5	0.0
Undecided	5.6	6.8	10.6	9.9	6.6	5.5
Agree	48.4	50.9	53.7	60.2	56.9	54.9
Strongly Agree	43.8	41.0	33.9	29.2	35.0	39.6

F. An average of 39% indicated "Agree" regarding the statement that "promotion to higher grades should be contingent upon adequate reading ability."

TABLE 3-27

Response	English Grade 8-10	English Grade 11-12	Science Grade 8-10	Science Grade 11-12	Social Studies Grade 8-10	Social Studies Grade 11-12
Strongly Disagree	4.6	3.8	4.0	0.6	5.1	1.1
Disagree	15.2	14.0	14.9	19.2	13.8	9.9
Undecided	27.9	26.1	22.9	22.1	27.0	27.5
Agree	34.4	38.9	41.8	44.8	35.7	44.0
Strongly Agree	17.9	17.2	16.4	13.4	18.4	17.6

G. An average of 50% indicated "Agree" regarding the statement that "the subject teachers of each content area should be responsible for teaching the reading skills necessary to that particular subject discipline (Science teachers should teach Science reading skills, for example)."
It is noted that more English than Science or Social Studies teachers indicated that they "Strongly Agree" regarding this statement.

TABLE 3-28

Response	English Grade 8-10	English Grade 11-12	Science Grade 8-10	Science Grade 11-12	Social Studies Grade 8-10	Social Studies Grade 11-12
Strongly Disagree	1.3	0.6	3.1	1.2	1.5	2.2
Disagree	8.6	3.1	13.3	18.6	7.7	10.9
Undecided	12.6	11.9	20.7	18.6	16.8	14.1
Agree	45.6	45.6	50.9	48.3	56.6	56.5
Strongly Agree	31.9	38.8	12.0	13.4	17.3	16.3

H. An average of 43% indicated "Disagree" regarding the statement that "teaching Reading along with Literature detracts from the literary enjoyment students should derive."

TABLE 3-29

Response	English Grade 8-10	English Grade 11-12	Science Grade 8-10	Science Grade 11-12	Social Studies Grade 8-10	Social Studies Grade 11-12
Strongly Disagree	12.6	15.1	11.2	8.8	11.8	6.7
Disagree	46.6	47.2	39.8	40.4	40.0	42.2
Undecided	21.7	22.6	32.6	39.8	30.3	34.4
Agree	13.9	11.9	14.6	8.8	13.8	14.4
Strongly Agree	5.1	3.1	1.9	2.3	4.1	2.2

I. An average of 44% indicated "Disagree" regarding the statement that "the English teacher should be responsible for teaching the reading skills required in other areas (such as Science, Mathematics, Social Studies, etc.)". In general, well over 50% believe that the English teacher is not in the best position to teach content reading skills.

TABLE 3-30

Response	English Grade 8-10	English Grade 11-12	Science Grade 8-10	Science Grade 11-12	Social Studies Grade 8-10	Social Studies Grade 11-12
Strongly Disagree	27.0	31.8	9.5	6.4	16.5	14.1
Disagree	42.8	47.8	40.8	39.3	42.8	51.1
Undecided	16.6	14.6	20.9	21.4	22.7	19.6
Agree	12.8	5.7	22.1	27.7	14.9	14.1
Strongly Agree	0.8	0.0	6.7	5.2	3.1	1.1

J. The only statement that appeared to incur some equivocal reactions on the part of the teachers was the one which stated: "The teaching of developmental reading in the secondary school should be carried out only by specially trained reading teachers." (See Table 3-31)

34% agreed
21% undecided
24% disagreed

Discussion:

It is notable that this lack of agreement occurs across the three subject areas. This suggests the need for serious dialogue and for assignment of responsibility for reading instruction among all secondary teachers. This conclusion becomes all the more important when one sees that over 50% of the teachers indicated that the English teacher is not in the best position to teach content reading skills. (See Table 3-30).

TABLE 3-31

Response	English Grade 8-10	English Grade 11-12	Science Grade 8-10	Science Grade 11-12	Social Studies Grade 8-10	Social Studies Grade 11-12
Strongly Disagree	5.1	3.8	2.2	2.4	5.1	1.1
Disagree	26.3	28.3	19.4	21.8	22.8	26.9
Undecided	17.7	17.6	21.6	24.7	24.9	28.0
Agree	34.1	36.5	36.1	32.9	28.4	28.0
Strongly Agree	16.7	13.8	20.7	18.2	18.8	16.1

Trends in Reading Performance

Teachers were asked to indicate if student performance in secondary Reading, according to district or school assessments, was:

1) improving
2) remaining stable
3) decreasing
4) no basis for comparison

Of the teachers who could respond to this question, 19.9% agreed that student performance was indeed improving. A significant factor, however, is that 69.7% of

respondents indicated they had "no basis for comparison". The questionnaire specifically asked for information to be obtained from the school administration on school or district assessments in reading. Whether this information was unobtainable because no such assessments had been undertaken or whether these 69.7% of the respondents were not able to obtain the information in order to make the comparison is not known.

TABLE 3-32

Response	English Grade 8-10	English Grade 11-12	Science Grade 8-10	Science Grade 11-12	Social Studies Grade 8-10	Social Studies Grade 11-12
Improving	20.6	23.4	21.9	14.3	19.4	15.0
Remaining Stable	13.2	5.5	10.2	5.9	12.4	5.0
Decreasing	1.5	3.9	1.9	1.7	3.9	5.0
No Basis For Comparison	64.7	67.2	66.0	78.2	64.3	75.0

SUMMARY AND RECOMMENDATIONS

It appears that, from the responses of the teachers, reading instruction and skill development are being carried out in schools (Tables 1-5, 14-21). It is most encouraging to find that teachers of the content areas such as Science and Social Studies are placing emphases on specific goals or objectives which add to a student's facility in reading in the specific subject area (Tables 6-13). Since its importance is being recognized, the activity of teaching reading seems to be becoming an integral factor in each teacher's classroom and not just in that of the English teacher (Tables 24, 28, 30). There does appear to be a need for continuing evaluation of student performance in reading (Table 32) so that judgements can be made regarding intensity, changes and effectiveness of reading programmes.

RECOMMENDATIONS:

1. Since the training of teachers to be instructors, not only in their subject areas but also in the reading process, seems of utmost importance, teachers have indicated they recognize the reading act as an important, if not essential, function in their classrooms. Thus, through in-service, pre- and post-professional training, teachers must be made aware of:
   a) the reading process itself
   b) methods to teach/instruct in such a process
   c) the specific reading skills students need to cope with the teacher's content area
   d) how to diagnose a student's ability in these skill areas

   and e) how to introduce/upgrade/strengthen such skills as part of his/her course.

2. Because teachers indicate a need for greater expertise in reading instruction, universities' teacher training programs should have courses in Reading for all elementary and secondary teachers (not only English or Language-Arts majors) so they will gain knowledge of the reading process and of various strategies to diagnose a student's ability, to teach needed reading skills as they relate to the subject area, and to select reading materials appropriate to the level of the student.

3. Given the existing workload of teachers and their relative lack of preparation in teaching reading skills, curricula in the schools must have sufficient materials for teachers to use in introducing/upgrading/strengthening the reading skills of students.

4. Considering the teachers' perceived importance of reading goals and the relative lack of the use of appropriate skill development activities, school and district administrative personnel must realize the importance of the reading process and allow time for instruction, through timetabling and sufficient blocks of time, for deficient students to upgrade skills. There also appears to be a need for a continuing evaluation of student performance in the reading activity so that school programs can be intensified or changed as the need arises.

5. In light of the relatively limited use by teachers of in-service activities and teachers' expressed concern about lack of expertise in vocabulary instruction, in-service organizations must come forward with workshop programs for the classroom teacher to make him/her understand more of the reading process and to introduce practical strategies/methodologies for the teacher in a specific content area.

6. Since teachers appear to recognize the need for reading skills in the classroom, they should also be prepared to learn tactics/strategies for teaching specific reading skills as they apply in their classrooms and use them.

7. Since teachers appear somewhat equivocal regarding who should teach developmental reading, it is recommended that:
   a) the reasons for this lack of agreement be determined, and
   b) a consensus be sought among teachers regarding this issue.

CHAPTER 4

INFORMATION FROM LANGUAGE: B.C.

Instructional Practices: Report 2

Introduction

Certain findings arising out of the Language: B.C. Survey were deemed relevant to the present assessment. These data, along with their interpretations, were taken directly from Language: B.C. Report 2 Instructional Practices and are presented herein as background information. A synthesis of the findings from this chapter and the remainder of the report is presented in Chapter 5 where the relationships among the sources of information making up this report are identified.

1. The Teacher and The Program

TABLE 4-1 Percentages
Backgrounds and General Information

Backgrounds & General Information	Gr. 8	Gr. 11	Gr. 12
a. Highest certificate category:			
1. Professional	94.8%	96.3%	98.9%
2. Standard	3.3	2.3	.4
3. License	.5	.3	.7
b. Years of post-secondary training:			
1. Zero to two	3.0%	1.1%	1.1%
2. Three	1.5	2.0	2.2
3. Four	13.0	6.3	4.4
4. Five	60.0	53.1	48.2
5. Six	13.3	21.7	25.2
6. Seven or more	7.5	14.9	17.9
c. Years of teaching experience:			
1. One or less	13.2%	10.0%	6.2%
2. Two - three	22.0	14.3	9.5
3. Four- six	22.3	18.9	15.0
4. Seven - ten	15.2	15.7	15.0
5. Eleven - fifteen	12.2	14.0	14.6
6. Sixteen or more	14.6	26.9	39.4

continued.....

Backgrounds and General Information con't.....

	Gr. 8	Gr. 11	Gr. 12
d. Areas in which University training was received:			
1. English literature	90.5%	94.3%	98.2%
2. English composition	65.1	72.0	72.6
3. Drama	24.9	38.6	37.6
4. Linguistics	26.4	32.3	32.1
5. Language Arts	33.2	29.1	26.6
6. Creative Writing	26.4	24.3	25.2
7. Reading	26.5	23.4	21.2
8. Speech	14.9	18.3	14.6
9. Remedial reading	17.2	10.9	11.7
10. Children's literature	10.6	6.3	8.4
11. Library	6.0	4.6	4.0
e. Number of formal workshops and/or non-credit courses attended in last two years:			
1. Zero - two	60.6%	66.9%	63.5%
2. Three - five	29.4	26.0	25.5
3. Six - eight	5.2	2.6	6.6
4. Nine or more	1.5	.9	1.5
f. Membership in professional organizations (only those with more than 10% listed):			
1. British Columbia English Teachers' Association	45.2%	48.0%	55.8%
2. Canadian Council of Teachers of English	4.2	7.4	12.4
3. National Council of Teachers of English	5.6	7.4	15.3

Discussion

The responses to this section indicate that senior secondary teachers have more specialized training and more experience than their counterparts in Grade 8. Virtually all the teachers have professional certificates, and the great majority have had five or more years of university training (80% at Grade 8, over 90% at Grades 11 and 12); in the senior grades well over one-third (36% at Grade 11, 43% at Grade 12) have had six or more years. In years of experience, well over half the Grade 8 teachers (57.5%) have less than six years in the schools, while 40% of Grade 11 and 54% of Grade 12 teachers have been teaching for more than ten years; nearly 40% of Grade 12 teachers have 16 or more years' experience.

The actual university training, however, seems somewhat lacking in several areas: For example, only 21 to 26% of the teachers have had formal training in reading instruction, and about half that percentage have had work in remedial reading.

This limited training is cited by Kinzer (1976) as a major reason for lack of more reading programs in British Columbia secondary schools. He goes on to show that more types of reading programs are offered by better qualified teachers.

Teachers, again in general, do not seem to be affiliated with great numbers of professional societies and do not attend many workshops or other such programs. Almost half the teachers do belong to the BCETA, and 12-15% of Grade 12 teachers to the CCTE and NCTE, but no other organizations were singled out. Less than 10% of the teachers had attended more than five workshops in the past two years, whereas the great majority (60-67%) had attended two or less.

2. The Program in the School

TABLE 4-2 Percentages
Organization of Program

Organization	Gr. 8	Gr. 11	Gr. 12
a. Total number of course hours allotted to English:			
1. 99 or fewer	9.0%	17.4%	12.8%
2. 100 - 119	18.6	29.4	32.8
3. 120 - 139	22.0	30.3	33.2
4. 140 or more	32.8	8.6	7.3
b. Prime responsibility for determining nature and sequence of English programmes:			
1. Administration	3.3	5.7	3.6
2. English Department	26.0	26.6	29.2
3. Individual teachers	41.0	43.1	39.8
4. Teacher and students	4.2	4.3	4.4
5. Combination of above	22.8	18.6	18.6
c. Prime responsibility for selecting specific texts to be ordered from prescribed lists:			
1. Administration	6.9	5.1	1.8
2. English Department	66.7	66.0	69.7
3. Individual teachers	10.0	14.3	16.8
4. Teacher and students	.1	1.4	--
5. Combination of above	14.7	12.3	10.2
d. Prime responsibility for selecting texts for classroom use from those available:			
1. Administration	1.5	.9	.4
2. English Department	14.3	16.9	16.4
3. Individual teacher	67.0	64.3	70.1
4. Teacher and students	8.0	10.0	5.8
5. Combination of above	7.9	6.9	6.9

Discussion

Less time is devoted to English instruction in the higher grades - while from 60 to 66% of senior secondary schools have between 100 and 139 hours of English instruction time annually, nearly a third of the schools enrolling Grade 8 have more than 140 hours available for English classes. More than one-eighth of the senior schools devote fewer than 100 hours to English.

Individual teachers appear to have considerable influence in determining their own programs. Although in two-thirds of the cases, English departments are responsible for selecting the texts to be ordered from the prescribed lists, the actual selection for the classroom is made by the teacher in two-thirds of the schools. Slightly over one-quarter of the departments determine the nature and sequence of the courses, but here again some 40% of the teachers make the final decisions. Administrative responsibility is negligible, although there does seem to be considerable consultation among all interested groups.

TABLE 4-3 Percentages
Class Size and Organization

		Gr. 8	Gr. 11	Gr. 12
a.	Average size of English class:			
	1. 1-15	4.4%	3.1%	1.1%
	2. 16-20	6.4	6.3	6.6
	3. 21-25	19.6	26.6	29.9
	4. 26-30	43.6	39.4	37.6
	5. 31-35	21.6	16.0	18.2
	6. 36 or more	.2	.9	--
b.	Number of secondary English classes being taught:			
	1. One or two	38.3	30.0	16.8
	2. Three or four	34.1	39.1	51.5
	3. Five or more	26.8	30.0	30.7

Class size and organization cont'd.....

	Gr.8	Gr.11	Gr.12
c. Percentage of teaching time devoted to English courses:			
1. Less than 24%	15.2	7.1	4.0
2. 25-49%	21.1	14.9	8.8
3. 50-74%	20.9	13.4	12.8
4. 75-99%	15.4	16.9	17.9
5. 100%	26.7	47.4	55.8
d. Total number of students met in one timetable cycle:			
1. 90 or fewer	24.7	30.9	26.6
2. 90-129	24.1	31.1	34.7
3. 130-159	19.1	17.7	12.8
4. 160-199	17.3	12.9	18.6
5. 200 or more	13.0	4.3	5.5
e. Grouping of students:*			
1. Heterogeneous assignment	59.0	69.7	71.9
2. Homogeneous assignment	45.3	39.1	40.5
3. Multi-age (family)	1.4	2.0	2.2
f. Type of classroom/teaching arrangement:			
1. Self-contained classroom	83.1	83.1	83.6
2. Team teaching (more than one teacher)	4.2	2.6	4.7
3. Open area (more than one class)	2.3	.9	.4

* Some teachers with several classes of different types may have checked more than one answer.

Discussion

Over half of the classes at all grade levels contain between 26 and 35 students; Grade 8 classes are generally larger, and one-fifth of these contain more than 30 students. Grade 8 teachers also tend to meet more students in the course of a timetable cycle. Sixty percent of the senior secondary teachers met fewer than 130 students, while 30% of Grade 8 teachers met more than 160.

Most of the classes at all levels are assigned as heterogeneous groupings -- more than two-thirds of the senior secondary teachers indicated this kind of arrangement. But, there is considerable streaming as well, with 39-45% of teachers at all levels indicating they had some kind of homogeneous grouping. Most of the classrooms (83% at all levels) are self-contained, and there is only a scattering of team-taught and open-area arrangements.

TABLE 4-4 Percentages
Time Allotment: Literature

	Gr. 8	Gr. 11	Gr. 12
a. Proportion of time available for literature spent on drama:			
1. 0-10%	64.0%	30.0%	28.5%
2. 11-20%	21.4	42.6	46.4
3. 21-30%	5.1	15.7	12.0
4. 31-40%	1.4	1.4	1.8
5. 41-50%	1.5	.6	1.5
b. Proportion of time spent on short stories:			
1. 0-10%	6.8	19.4	9.1
2. 11-20%	43.1	44.9	46.4
3. 21-30%	31.6	23.1	28.8
4. 31-40%	11.5	3.1	5.8
5. 41-50%	1.9	.6	9.9
c. Proportion of time spent on novels:			
1. 0-10%	5.6	5.7	7.3
2. 11-20%	30.9	25.4	35.8
3. 21-30%	39.8	42.9	33.2
4. 31-40%	16.3	14.3	12.8
5. 41-50%	2.5	4.6	2.2
d. Proportion spent on poetry:			
1. 0-10%	34.6	36.6	24.5
2. 11-20%	40.4	39.1	45.3
3. 21-30%	15.6	12.6	17.2
4. 31-40%	2.8	2.6	2.9
5. 41-50%	.6	.6	1.1
e. Proportion spent on non-fiction prose:			
1. 0-10%	51.7	39.7	41.2
2. 11-20%	29.5	36.3	31.4
3. 21-30%	7.8	8.3	13.5
4. 31-40%	2.3	3.7	1.5
5. 41-50%	.6	1.1	.7

Time Allotment: Literature cont'd....

	Gr. 8	Gr. 11	Gr. 12
f. Proportion spent on non-print material:			
1. 0-10%	67.0	63.7	60.9
2. 11-20%	16.7	18.3	15.3
3. 21-30%	4.8	3.1	3.3
4. 31-40%	.9	.9	2.2
5. 41-50%	1.5	3.1	1.1

Discussion:

The teaching of fiction - short stories and novels - makes up the bulk of literary study, with more than two-thirds of the teachers at all grade levels indicating that between 10 and 30% of the time is spent on each. Poetry, drama (at the senior grades), and non-fiction prose make up less than 20% each, while relatively little time is devoted to non-print materials. Poetry and fiction receive more emphasis, generally, at the Grade 8 level than do drama and non-fiction.

TABLE 4-5 (a) Mean Values*
Methods: Literature

a. Relative frequency of techniques:	Gr. 8	Gr. 11	Gr. 12
1. Oral questions, discussions, and analysis	2.0	1.8	1.8
2. Written assignments	2.1	2.0	2.1
3. Outside reading by students at home	2.3	2.3	2.2
4. Teacher explanation or analysis	2.4	2.3	2.3
5. Silent reading by students in class	2.3	2.5	2.6
6. Students read parts, act out scenes or play roles	2.7	2.5	2.5
7. Teacher explanation of historical backgrounds	2.9	2.6	2.6
8. Small group discussions	3.0	2.7	2.5
9. Seatwork questions	2.6	2.8	2.9
10. Student reports	2.8	2.8	2.7
11. Written tests for comprehension	2.8	2.8	2.7
12. Oral reading by teacher	2.7	2.9	2.8
13. Integration of one genre with other genres	2.9	2.9	2.7
14. Students write own poems/drama/ fiction	2.5	3.0	3.1
15. Discussion of material written by students	2.8	3.0	2.9
16. Tapes and records (poetry)	3.2	3.0	2.8
17. Records or films (drama)	3.4	2.8	2.8
18. Library research assignments	3.2	3.1	2.8
19. Oral reading by students	3.0	3.1	3.0
20. Teacher explanation of dramatic (stage) techniques	3.4	2.9	2.9
21. Discussion of material selected by students	3.1	3.2	3.0
22. Notes taken while reading	3.6	3.2	2.9
23. Paraphrasing poems orally	3.4	3.4	3.3
24. Paraphrasing poems in written form	3.7	3.6	3.6
25. Class visits to live performances (drama, poetry readings)	4.2	3.8	3.8

*1. Always 2. Often 3. Sometimes 4. Rarely 5. Never

TABLE 4-5 (b) and (c) Percentages
Methods: Literature* (Continued)

	Gr. 8	Gr. 11	Gr. 12
b. Average number of novels read by each student:			
1. None	.2%	.3%	--
2. One to three	15.9	27.4	31.4
3. Four to six	45.3	50.0	47.4
4. Seven to nine	22.8	14.6	13.5
5. Ten or more	12.8	5.7	4.0
c. Average number of short stories read by each student:			
1. 0-4	1.2	5.4	4.0
2. 5-9	22.3	38.3	21.9
3. 10-14	37.3	34.3	47.4
4. 15-19	18.9	14.0	17.2
5. 20 or more	17.3	5.7	7.7

* The unit of time considered when responding to use of these methods was the timetable cycle.

Discussion

The mean rankings of nearly all the listed techniques between "Often" and "Sometimes" indicate a wide variety of approaches to teaching literature within each class. The most common methods are the traditional ones of class discussion, written assignments, outside reading, lecture by teacher and silent reading in class. At the least-used end of the scale is the para-phrasing of poetry (both oral and written). Class visits to live performances of drama and poetry also were done infrequently, although such events, of course, depend upon the situation of the school.

TABLE 4-6 Mean Values
Methods: Reading

	Gr. 8	Gr. 11	Gr. 12
a. Relative frequency of techniques:			
1. Give a book talk when introducing new book	2.3	2.4	2.3
2. Determine reading level of students at beginning of year and make adjustments	2.0	2.4	2.6
3. Integrate reading and study skills with the teaching of English	2.4	2.6	2.7
4. Use imaginative literature to teach reading	2.4	2.7	2.8
5. Teach reference skills	2.7	2.8	2.6
6. Spend time on comprehension skills	2.6	2.9	2.9
7. Discuss necessary reading skills for new assignments	2.8	3.1	3.0
8. Use non-fiction to teach reading	3.1	3.2	3.1
9. Spend time on word-attack skills	2.9	3.3	3.4
10. Use materials from other disciplines or grade levels	3.1	3.3	3.2
11. Set aside class time to teach reading	3.1	3.9	3.8
12. Use special instructional material to teach reading	3.1	3.9	3.9

* 1. Always 2. Often 3. Sometimes 4. Rarely 5. Never

Discussion

These data show that there is more use of informal rather than formal approaches to the teaching of reading skills. Giving book talks and determining the class reading level are techniques used most frequently, whereas formal approaches, such as special instructional materials and setting aside time for reading instruction, are employed less frequently and, indeed, rarely at the senior levels.

3. Evaluation

TABLE 4-7 Mean Values*
Means of Evaluating Student Work

	Gr. 8	Gr. 11	Gr. 12
a. Most accurate means of evaluation:			
1. Assessments of student's written work	1.7	1.6	1.6
2. Assessments of oral work	2.1	2.2	2.3
3. Frequent teacher-made tests	2.4	2.4	2.2
4. Teacher's subjective judgement	2.6	2.5	2.5
5. Scholarship examinations	3.8	3.4	3.2
6. Periodic standardized tests	3.4	3.5	3.4
7. External examinations	4.0	3.9	3.6
b. Best means for providing students with information about their progress:			
1. Assessments of student's written work	1.7	1.6	1.7
2. Assessments of oral work	2.2	2.2	2.3
3. Frequent teacher-made tests	2.3	2.3	2.2
4. Teacher's subjective judgement	2.5	2.5	2.4
5. Periodic standardized tests	3.4	3.4	3.4
6. Scholarship examinations	3.9	3.5	3.4
7. External examinations	3.9	3.8	3.5

*1. Excellent 2. Good 3. Satisfactory 4. Fair 5. Poor

Discussion

Teachers agreed on the primacy of forms of evaluation done by the teachers themselves rather than by external evaluators, and found no significant difference among the most accurate methods of evaluation and the best methods of informing students about their progress. Assessments of written work were judged the best in both areas, with 85% of the teachers rating this method "Excellent" or "Good".

Assessments of oral work and teacher-made tests were rated next highest, with general subjective judgments following. The three forms of external examination all rated nearly a full point lower, generally in the lower end of the range between "Satisfactory" and "Fair". Senior secondary teachers, however, ranked scholarship exams and standardized tests higher than did Grade 8 teachers, although these methods were still regarded as much less accurate or valuable than the teachers' own judgments on student work.

4. Reading Program Issues

TABLE 4-8 Mean Values
Opinions on Language Arts Teaching

Agreement with statement:	Gr. 8	Gr. 11	Gr. 12
1. More time should be allowed for personalized instruction/conferences	1.7	1.8	1.7
2. Teaching reading and study skills enhances students' learning of English	1.9	1.8	1.8
3. It is necessary to have taken special courses in reading in order to teach reading effectively	2.1	2.0	2.0
4. All secondary teachers should be teachers of language	2.2	2.2	2.0
5. Teaching of remedial reading should be carried out by special reading teachers only	2.3	2.1	2.3
6. More attention should be paid to classroom design and furnishings	2.3	2.4	2.2
7. All teachers of English language should be specialists in the subject	2.7	2.4	2.1
8. The teaching of reading can be incorporated into the teaching of literature and writing without interfering with main objectives	2.3	2.5	2.5
9. More time should be devoted to English	2.6	2.6	2.5
10. All teachers of literature should be specialists in the subject	3.0	2.5	2.2
11. English should be interdisciplinary (combined with social studies and/or art, and/or music, etc.)	2.5	2.6	2.7
12. Promotion to higher grades should be contingent upon reading ability	2.9	2.8	2.8
13. The teaching of developmental reading in the secondary school should be carried out by special reading teachers only	3.0	2.8	2.8
14. The English teacher is in the best position to determine and teach reading skills	3.1	3.1	3.1
15. My pre-service professional education has adequately prepared me to meet the needs of my students	3.2	3.1	3.0
16. Teaching reading along with literature detracts from the enjoyment students should derive	3.4	3.3	3.2

Opinions on Language Arts Teaching cont'd....	Gr. 8	Gr. 11	Gr. 12
17. English teachers should be responsible for teaching reading and writing skills necessary in other areas (such as science, mathematics, social studies etc.)	3.4	3.4	3.5

* 1. Always 2. Often 3. Sometimes 4. Rarely 5. Never

Discussion:

Areas of high agreement at all grade levels involved the need for more time for personalized instruction and conferences and the teaching of remedial reading by specialized reading instructors. The two ideas that all secondary teachers should be concerned with -- language instruction and the teaching of Reading and study skills which enhance the learning of English -- were also strongly endorsed. The disagreement with the negatively phrased item 16 suggests that teachers also feel that the use of reading skills instruction with literary study does not detract from the latter.

Strong areas of disagreement were found in matters relating to other disciplines. While a majority of teachers felt that English should be inter-disciplinary (54.4% at Grade 8, 53.7% at Grade 11, 44.9% at Grade 12), most thought that they should not have to teach the reading and writing skills for those other areas; item 17, in fact, had the only large percentage of "Strong Disagreement" (18 to 21%). More than one-third of the teachers at each grade level (37.7%, 40.3% and 40.2%, respectively), however, disagreed with the idea that English teachers are in the best position to determine and teach reading skills.

There were two other items, also having to do with training, in which the responses of Grade 8 teachers differed from those of their senior secondary colleagues. The latter felt that teachers of Language (item 7) and, especially, teachers of Literature (item 10) should be specialists in the area, but Grade 8 respondents felt that such specialized training was probably not so important. Sophisticated literary training, in particular, was deemed less necessary at this level.

TABLE 4-9 Percentages
Organization of Classes

Classes should be organized on the basis of:	Gr. 8	Gr. 11	Gr. 12
1. I.Q.	1.6%	.9%	.7%
2. Ability and interest in English	34.4	48.9	51.5
3. Social and physical maturity	14.9	11.7	13.1
4. Reading ability	19.6	10.9	6.9
5. Other	22.6	22.3	21.9

Discussion:

In organizing classes, most teachers felt that grouping according to interest and ability in English would be most useful. Again, however, a large number of Grade 8 teachers felt that grouping by reading ability might be beneficial at that level. A high number of "Other" suggestions were made here, with the majority of responses being "Heterogeneous" (senior secondary) and a combination of reading ability and English ability (junior secondary).

SUMMARY AND CONCLUSIONS

Teacher Background

Two important trends are observable from this data which have to do with the teachers' backgrounds. First, it would appear that Grade 8 teachers, in general, have less experience, less training, but larger classes and a heavier student load. A higher percentage of Grade 8 teachers of English teach only one or two English classes than do those in the senior grades; but these classes are slightly larger, and the total number of pupils they meet is greater (Table 4-2). Again, they have had less university training and generally less experience than their senior secondary counterparts. Almost 58% have taught less than six years and not quite two-thirds have had training in composition, despite this being the level where most people would expect basic training in composition to begin.

The other major area of concern has to do with reading. Formal reading instruction does not make up a great deal of the secondary language program, yet many teachers feel that reading ability should perhaps determine class make-up and even promotion (see Tables 4-7 and 4-8); reading skills are also considered primary aims of the current program. Yet few teachers have an adequate background in reading instruction. Only about one-quarter have had university training in reading, and only half that number have had remedial reading training. Teachers do suggest, however, that one does need such backgrounds in order to teach reading effectively (4-7). This need for background work in reading skills seems especially important at the upper grade levels.

Methods of Teaching and Evaluation

Formal work in reading tended to rank toward the bottom end of most-used methods. Reading instruction, especially, seems to be a by-product of work in imaginative literature and non-fiction, rather than an area to be concentrated on by specific methods and methodologies.

Non-fiction seems to be an unduly-neglected area of literary study, perhaps because it may be used more as a stimulus to the writing of compositions than as a form of literature in itself. Additional emphasis on various forms of non-fiction, such as biography and journalism in addition to formal essays, might provide better means for talking about the mechanics of writing (style and effect)

as well as an introduction to other facets of literary study.

English teachers emphasized the importance of evaluation and stressed that they themselves are best qualified to do such judging. While many teachers in the senior grades feel that standardized exams might provide reasonably accurate assessments of student work, they agree with other teachers that the teacher should have the major responsibility for determining their students' abilities.

RECOMMENDATIONS

1. Since teachers seem to have incomplete training in many cases, and since they themselves feel that their pre-service instruction was inadequate, efforts should be made to ensure that all English teachers have sufficient and appropriate training and background in basic aspects of English reading, composition, and literature. University training programs should ensure that all secondary English teachers receive training in reading skills instruction.

2. Because of the work load involved in teaching English, efforts should be made to reduce class sizes and total pupil loads and to allow more time for preparation and the marking of papers. Such efforts are especially urgent at the Grade 8 level where the teachers, in general, have less experience and training in English, as well as larger classes. In addition, Grade 8 teachers whose main specialization or interest is not English should not be forced to teach in the English program without sufficient background.

CHAPTER 5

SYNTHESIS OF FINDINGS

Chapters 1 - 4 of this report have presented the basic data which describe the status of reading instruction in secondary schools in B.C. from various points of view. It is the intent of this chapter to synthesize and summarize these findings so that a more unified picture emerges.

This chapter is organized under the following headings: The Teachers: Their Qualifications and Experience; Attitudes of Secondary Teachers Towards Reading Instruction; Instructional Practices; and Summary.

The Teachers: Their Qualifications and Experience

Pre-Service. In general, secondary school teachers are well qualified. More than 98% have a Professional Certificate, the highest category awarded by the Ministry of Education. Results from the teacher questionnaire and the Language: B.C. survey tend to confirm that, as a group, teachers at the Grade 8 - 10 levels tend to be slightly less well qualified than those teaching at the Grade 11 - 12 levels. (see Tables 2-1, 2-2, 2-3 and 4-1).

A majority of English teachers report that they have had courses in English Literature but very few say they have taken a course in children's or adolescent literature. Information from the teacher questionnaire and Language: B.C. confirm that only about one-fourth of secondary school teachers have received a pre-service course specializing in the teaching of reading. (Table 4-1)

The relative lack of expertise in the teaching of reading at the secondary level must provide a basis for concern when it is also noted that: (1) a large proportion of teachers agree that it is necessary to have taken a course in reading in order to teach it effectively (Table 3-23); (2) a number of teachers feel that reading ability should determine class make-up (Table 4-9) and promotion (Table 3-27); (3) many teachers reject external assessments of reading ability in favour of informal assessments by the teacher (Table 4-7).

In-Service. The requisite expertise for adequate program development is unlikely to be developed through current levels of activity in in-service. While English teachers tend to be more active than Science or Social Studies teachers they are less active than elementary school teachers. The absolute levels of reported in-service involvement are not high (Table 2-7). Nor are current levels of membership in provincial professional organizations very encouraging (Table 2-8). Less than half the Grade 8 - 10 teachers of English report that they belong to the B.C. English Teachers' Association while 61% of the senior secondary English teachers are members. Membership in international professional organizations such as the I.R.A. or N.C.T.E. is minimal.

Experience. The majority of secondary school teachers have more than five years of experience whereas junior secondary teachers, as a group, are slightly less experienced.

In general, Grade 8 - 10 teachers are less well qualified and less experienced (Tables 2-2 and 2-3) and yet they are expected to teach larger classes (Table 4-3) with a greater number of contact hours (Table 4-2) than Grade 11 - 12 teachers. It may well be that the Ministry of Education will want to take a careful look at the existing situation. At present, it would seem that the less well qualified and less experienced teachers are being required to take on the more onerous and more vital teaching tasks. At the moment, a reduction in contact hours and increased specialization appear to become rewards for longer service and higher qualifications.

Attitudes of Secondary School Teachers Towards Reading Instruction

Successful implementation of any program in a secondary school is very much dependent upon the co-operation of the entire staff and expertise in human relationships. The data from the teachers' questionnaire suggest that subject area specialists have become more cognizant of the importance of developing adequate reading skills in their students. In rating the importance of such reading objectives as comprehension, following directions, developing vocabulary and using study skills, Science and Social Studies teachers were virtually indistinguishable from their colleagues specializing in the teaching of English. Moreover, responses to the teachers' questionnaire indicate that content area specialists recognize that they are in the best position to teach the reading skills peculiar to their particular discipline (Table 3-28). Kinzer's 1976 study lends support to these findings as do the opinions expressed in the Language: B.C. report (Table 4-8).

A majority of all teachers agreed with the idea that remedial instruction in reading is best left to a reading specialist.

As for the English teachers themselves, it appears that they recognize reading instruction as a viable part of the English curriculum. Over 90% of them agree that the teaching of reading and study skills enhances the students' learning of English. Data from Language: B.C. indicate that the teaching of literature takes up more than half of the time in most English classes but more than 60% of the English teachers feel that the teaching of reading can be integrated into a literature program without detracting from literary appreciation by the students.

On the basis of the responses by the teachers it would appear that they recognize that the teaching of reading is important and that the reading ability of the achieving student can be developed through reading instruction integrated into the various specialist disciplines. Students requiring special instruction, e.g. corrective, remedial, disadvantaged, should be the prime concern of the reading specialist.

Instructional Practices

The general availability of reading instruction at the secondary level is limited. Data from the teachers' questionnaire indicate that only about 10% of secondary students receive specific instruction (Table 3-5). Kinzer, however, documents an encouraging increase in reading programs after 1970. The attitudes and qualifications of the teachers regarding reading instruction suggests that there appears to be a consensus that reading is important and that it should be taught. However, paying lip service to the adage, "Every teacher is a teacher of reading" is insufficient. Steps need to be taken to insure that every secondary teacher appreciates that he or she shares the responsibility in helping his or her students to grow in reading ability. The reluctance of some teachers to shoulder such a responsibility undoubtedly comes from a lack of expertise. As long as reading instruction is perceived as the sole domain of the elementary school teacher, no significant improvement can occur. Secondary school teachers need to be made aware (1) that students develop at different rates in their reading ability and that a wide range of reading performance is normal, not the result of poor teaching in earlier grades; and

(2) that a grasp of basic reading skills is not sufficient for successful achievement in specialist areas. Mathematics, Science, Social Studies, Home Economics and Industrial Arts all place special reading demands on the student. Skills to meet these demands can only be developed by the discipline specialist who has an understanding of the special reading skills to be developed. There are encouraging signs of a growing awareness of the need for reading programs at the secondary levels. Since 1970 there has been a large increase in the number of programs offered (Kinzer, 1976). This increase has engendered a demand for trained personnel which has not been met by the pre-service institutions in the province.

With regard to specific teaching techniques, teachers at both junior and senior secondary levels and across all three disciplines sampled agreed that the teaching techniques listed were in current use in their classes. The Language: B.C. survey indicated that the majority of time in English classes was devoted to literature in the form of fiction (Table 4-4). The writers of the Language: B.C. report felt that this reflected an imbalance and suggested that more attention be given to literary non-fiction such as biographies. The Language: B.C. survey also reported that the three most widely used teaching techniques in English were oral questions and discussion, written assignments, and outside reading. The most frequently used techniques in the teaching of reading at the secondary level were the giving of book talks, assessing the reading level of students in order ot determine suitability of instructional material, and integrating the teaching of reading with English.

Though an analysis of the respondents' beliefs about the teaching of reading shows a high concern for developing reading skills, examination of the information available on actual practices shows up some of the problems in meeting that concern. The same 11th and 12th Grade teachers who rated development of reading skills on the Language: B.C. survey among the prime objectives of instruction in English indicate that they give training and practice in reading skills only "Sometimes". Grade 8 teachers, who actually picked reading as the most important objective, indicate that they teach it "Often" or "Sometimes", giving it equal emphasis with instruction in speaking skills and formal grammar, but less emphasis than creative writing. These results suggest the gulf between the ideal world of goals and the real world of practice, where tradition, inadequate materials, training and resources as well as time constraints limit the realization of goals.

Similar though somewhat less pronounced conflicts between objectives and practices emerge in an analysis from the B.C. Reading Assessment data. Although 70% of the junior secondary school English teachers consider using structural analysis to understand words as an important or essential skill, nearly 65% report that they include activities relative to this skill only "Sometimes", "Rarely" or "Never". Again, the application of reading skills to different kinds of materials is considered important by over 80% of all English teachers, and yet only 40% of the junior secondary school English teachers and 27% of their senior secondary school counterparts report that they include activities relative to this skill "Always" or "Often". These results point out the necessity for a closer look at the actuality of instructional practice with regard to reading instruction.

Evaluation. The Language: B.C. survey indicates that teachers perceive their assessment of the student's written work as the most preferred form of evaluation, while external assessment was the least favoured. Reading assessment techniques are not singled out, suggesting low usage of such procedures.

The combination of reliance on methods that require considerable expertise in reading instruction, together with the general lack of that expertise discussed earlier, must be the cause of some concern. If teachers are to continue to use methods that demand an understanding of the reading process and the process of learning to read, then it is imperative that steps be taken to ensure that all teachers using such methods receive training in current views of reading and reading instruction.

Summary

Secondary schools in British Columbia are, in general, staffed by experienced teachers. Those teachers responsible for the teaching of English tend to be less specialized than teachers in other disciplines. Teachers at the junior secondary level tend to be less specialized, less well qualified and more inexperienced than their senior secondary colleagues. Despite this, they have a heavier teaching load in terms of student numbers and contact hours.

Secondary school teachers feel that reading is important and must be taught. They agree that the successful teaching of reading requires specialized training but only a quarter of the teachers claim to have had such training. There is less unanimity over who shall do the teaching. Since 1970 there has been an increase in the number of reading courses offered. Reading courses offered outside of integrated offerings at present reach only a minority of students. The increase in course offerings in reading has produced a demand for trained personnel which has not yet been met by the Faculties of Education in the province.

The instructional practices endorsed by the teachers require considerable insight into the nature of the reading process. The lack of training in the present teaching body must bring into question the effectiveness of many of the techniques in current use.

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APPENDICES

A. Summary of Recommendations

B. Secondary Reading: A Teacher Questionnaire

APPENDIX A

SUMMARY OF RECOMMENDATIONS

Teacher Background and General Information

1. ...it is recommended that, a study should be undertaken to ascertain whether or not a relative lack of specialization is having a deleterious effect on the success of English teaching.

2. ...it is recommended that, modifications in the pre-service preparation of secondary English teachers should be examined.

3. ...it is recommended that, steps should be taken to ensure that all secondary English teachers receive some preparation (pre-service and/or in-service) in linguistics.

4. ...it is recommended that, steps be taken to ensure that all secondary teachers of English are sufficiently trained and willing to give students guidance in the development of reading ability.

Goals and Instructional Practices

1. ...it is recommended that, through pre-service and in-service training all teachers must be made aware of:
   a) the reading process
   b) methods to teach in such a process
   c) the specific reading skills students need to cope with the teacher's content area
   d) how to diagnose a student's ability in each skill area of reading
   e) how to introduce and upgrade such skills as part of the content course

2. ...it is recommended that, universities' teacher training programs should have courses in Reading for all elementary and secondary teachers (not only English or Language-Arts majors) so tney will gain knowledge of the reading process and of various strategies to diagnose a student's ability and to teach needed reading skills as they relate to the subject area.

3. ...it is recommended that, curricula in the schools must have sufficient materials for teachers to use in introducing/upgrading/strengthening the reading skills of students.

Summary of Recommendations cont'd...

4. ...it is recommended that administrative personnel at the school and district level realizing the importance of the reading process, allow time for instruction through timetabling and sufficient blocks of time for students to upgrade those skills in which they are deficient. There also appears to be a need for a continuing evaluation of student performance in the reading activity so that school programs can be intensified or changed as the need arises.

5. ...it is recommended that, in-service organizations come forward with workshop programs for the classroom teacher to make him/her understand more of the reading process and to introduce practical strategies/methodologies for the teacher in a specific content area.

6. ...it is recommended that, teachers be prepared to learn tactics/strategies for teaching specific reading skills as they apply in their classrooms and that they use them.

7. ...it is recommended that, further investigation be undertaken:
   a) to find the reasons for lack of agreement among teachers regarding who should teach developmental reading
   b) to determine a consensus position regarding the teaching of developmental reading.

Information from Language: B.C.
Instructional Practices Report 2

1. ...it is recommended that, efforts should be made to ensure that all English teachers have sufficient and appropriate training and background in basic aspects of English reading, composition, and literature. University training programs should ensure that all secondary English teachers receive training in reading skills instruction, as well as in methods of encouraging speaking and listening skills as formal parts of the secondary program.

2. ...it is recommended that, efforts be made to reduce class sizes and total pupil loads and to allow more time for preparation and the marking of papers. Such efforts are especially urgent at the Grade 8 level where the teachers, in general, have less experience and training in English, as well as larger classes. In addition, Grade 8 teachers whose main specialization or interest is not English should not be forced to teach in the English program without sufficient background.

Appendix B.

(1)	(2)	(3)	(4)	(5)

SCHOOL CODE

BRITISH COLUMBIA LEARNING ASSESSMENT PROGRAM

SECONDARY READING

A TEACHER QUESTIONNAIRE

IMPORTANT

ON THE LABEL ON THE ENVELOPE IN WHICH YOU RECEIVED THIS QUESTIONNAIRE IS MARKED A GRADE/YEAR LEVEL CORRESPONDING TO ONE OF THOSE BELOW. PLEASE CHECK THE APPROPRIATE BOX AND RESPOND TO THE QUESTIONNAIRE WITH THIS ONE LEVEL IN MIND, EVEN THOUGH YOU MAY ALSO TEACH OTHER LEVELS.

ENGLISH 8 -------	☐ 01	SCIENCE 8 ---------	☐ 11
ENGLISH 9 -------	☐ 02	SCIENCE 9 ---------	☐ 12
ENGLISH 10 -------	☐ 03	SCIENCE 10 ----------	☐ 13
ENGLISH 11 -------	☐ 04	SCIENCES AT 11 ------	☐ 14
ENGLISH 12 -------	☐ 05	SCIENCES AT 12 ------	☐ 15
MATHEMATICS 8 ---	☐ 06	SOCIAL STUDIES 8 ---	☐ 16
MATHEMATICS 9 ---	☐ 07	SOCIAL STUDIES 9 ---	☐ 17
MATHEMATICS 10 ---	☐ 08	SOCIAL STUDIES 10 ---	☐ 18
MATHEMATICS 11 ---	☐ 09	SOCIAL STUDIES 11 ---	☐ 19
MATHEMATICS 12 ---	☐ 10	SOCIAL STUDIES AT 12-	☐ 20 (8 - 9)
		(history, geography, etc.)	

PLEASE DO NOT USE THIS SPACE

PART I

BACKGROUND AND GENERAL INFORMATION

CHECK THE APPROPRIATE CATEGORY:

1. HIGHEST CERTIFICATE CATEGORY AS OF JUNE, 1977:

Professional	☐	1
Standard	☐	2
Licence	☐	3

(10)

2. YEARS OF POST-SECONDARY TRAINING AS OF JUNE, 1977:

2 or less	☐	1
3	☐	2
4	☐	3
5	☐	4
6	☐	5
7 or more	☐	6

(11)

3. YEARS OF TEACHING EXPERIENCE AS OF JUNE, 1977:

1 or less	☐	1
2 - 3	☐	2
4 - 6	☐	3
7 - 10	☐	4
11 - 15	☐	5
16 or more	☐	6

(12)

4. CHECK TO INDICATE THE GRADE/YEAR LEVEL TO WHICH THE MAJORITY OF YOUR INSTRUCTION TIME IS GIVEN:

Grade 8	☐	1
Grade 9	☐	2
Grade 10	☐	3
Grade 11	☐	4
Grade 12	☐	5

(13)

5. CHECK TO INDICATE THE ONE SUBJECT AREA IN WHICH YOU INSTRUCT 50% OR MORE OF YOUR TEACHING TIME:

Business Education	☐	01
English	☐	02
Fine Arts	☐	03
Learning Assistance or Special Education	☐	04
Mathematics	☐	05
Music	☐	06
Physical Education	☐	07
Reading	☐	08
Science	☐	09
Social Studies	☐	10
Vocational Education	☐	11 (14,15)

6. CHECK TO INDICATE AREAS IN WHICH YOU HAVE COMPLETED AT LEAST ONE FULL SEMESTER COURSE OF UNIVERSITY TRAINING:

Children's Literature	☐	1 (16)
Creative Writing	☐	1 (17)
Drama	☐	1 (18)
English Composition	☐	1 (19)
English Literature	☐	1 (20)
Speech	☐	1 (21)
Language Arts	☐	1 (22)
Library	☐	1 (23)
Linguistics	☐	1 (24)
Reading	☐	1 (25)
Remedial Reading	☐	1 (26)
None in these areas	☐	1 (27)

7. CHECK THE NUMBER OF FORMAL WORKSHOPS AND/OR NON-CREDIT COURSES IN READING YOU HAVE TAKEN IN THE PAST TWO SCHOOL YEARS:

None	☐	1
1 - 2	☐	2
3 - 4	☐	3
5 or more	☐	4 (28)

8. CHECK ALL MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS:

B.C. English Teachers' Association	☐ 1	(29)
Canadian Council Teachers of English	☐ 1	(30)
National Council Teachers of English	☐ 1	(31)
International Reading Association	☐ 1	(32)
Secondary Learning Assistance Teachers' Association	☐ 1	(33)
B.C. Association of Mathematics Teachers	☐ 1	(34)
B.C. Science Teachers' Association	☐ 1	(35)
B.C. Social Studies Teachers' Association	☐ 1	(36)
Special Education Association	☐ 1	(37)
Other: (Specify)_____	☐ 1	(38)

_____

9. PLEASE RATE EACH OF THE FOLLOWING SUBJECT AREAS INDIVIDUALLY ACCORDING TO HOW IMPORTANT YOU FEEL EACH IS FOR A STUDENT'S SUCCESS IN SCHOOL:

	Very Important				Not Important	
Business Education	5	4	3	2	1	(39)
English	5	4	3	2	1	(40)
Fine Arts	5	4	3	2	1	(41)
Mathematics	5	4	3	2	1	(42)
Music	5	4	3	2	1	(43)
Physical Education	5	4	3	2	1	(44)
Reading	5	4	3	2	1	(45)
Science	5	4	3	2	1	(46)
Social Studies	5	4	3	2	1	(47)
Vocational Education	5	4	3	2	1	(48)

10. NOW RATE EACH OF THE FOLLOWING SUBJECT AREAS INDIVIDUALLY ACCORDING TO HOW IMPORTANT YOU FEEL IT IS FOR A STUDENT'S ADULT LIFE.

	Very Important				Not Important	
Business Education	5	4	3	2	1	(49)
English	5	4	3	2	1	(50)
Fine Arts	5	4	3	2	1	(51)
Mathematics	5	4	3	2	1	(52)
Music	5	4	3	2	1	(53)
Physical Education	5	4	3	2	1	(54)
Reading	5	4	3	2	1	(55)
Science	5	4	3	2	1	(56)
Social Studies	5	4	3	2	1	(57)
Vocational Education	5	4	3	2	1	(58)

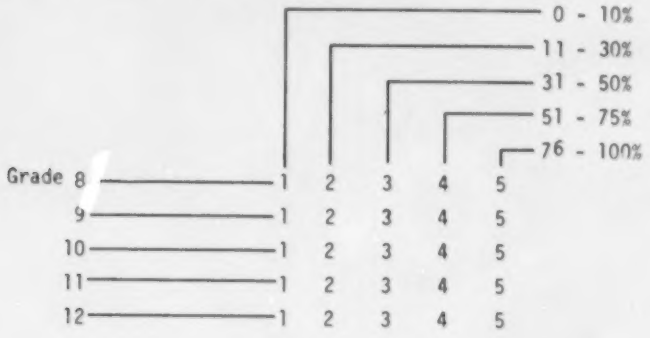
PART II

GOALS AND INSTRUCTIONAL PRACTICES OF SECONDARY READING

STUDENT ENROLMENT IN READING

11. INDICATE THE % OF SECONDARY STUDENTS ENROLLED IN YOUR SCHOOL AT EACH GRADE LEVEL WHO WILL HAVE RECEIVED SPECIFIC READING INSTRUCTION* IN THE 1976-77 SCHOOL YEAR.

IN ORDER THAT APPROPRIATE ANALYSES CAN BE DONE, THIS INFORMATION SHOULD BE COMPLETED IN THE SAME MANNER ON EACH QUESTIONNAIRE SENT TO YOUR SCHOOL. PLEASE CONSULT WITH YOUR SCHOOL ADMINISTRATION TO OBTAIN THE INFORMATION YOU REQUIRE.



*SPECIFIC READING INSTRUCTION CAN TAKE A VARIETY OF FORMS. THE FOLLOWING ARE THE MOST COMMON PATTERNS:

Developmental reading classes -- systematic instruction in reading skills, regardless of the relative reading ability of the student.

Corrective reading classes -- adjusted group instruction in reading for students revealing some difficulty with reading and its uses.

Remedial reading program -- individualized reading treatment for students with serious reading disabilities.

Content or subject-oriented reading instruction -- systematic instruction in reading within the subject-area setting and oriented to the needs of that area.

"Disadvantaged" reader programs -- special, reading-oriented programs, limited to students meeting certain criteria of socio-economic or cultural disadvantagement. For example, reading programs dealing with the problems encountered by our native Indian population, or programs for new Canadians, may fall into this category.

INSTRUCTIONAL GOALS OF READING

PLEASE CIRCLE THE APPROPRIATE RESPONSE

12A. INDICATE THE RELATIVE IMPORTANCE OF THE FOLLOWING OBJECTIVES OR GOALS WITH REGARD TO THE EMPHASIS YOU GIVE, OR FEEL YOU HAVE TO GIVE AT THE GRADE LEVEL FOR WHICH YOU ARE ANSWERING.

Note: Use your first reaction in responding.

As part of their facility in reading, students should:	Essential	Important	Of Moderate Importance	Of Little Importance	Of No Importance	
- use structural analysis to understand new words (e.g. using roots, prefixes and suffixes)	5	4	3	2	1	(64)
- use context clues to derive meaning of new words (e.g. surrounding words, pictures graphs and so on)	5	4	3	2	1	(65)
- have a large and varied vocabulary	5	4	3	2	1	(66)
- comprehend at the literal level (i.e. reading for factual information)	5	4	3	2	1	(67)
- comprehend at the inferential level (i.e. deducing the meaning through interpretation)	5	4	3	2	1	(68)
- follow directions	5	4	3	2	1	(69)
- use the dictionary effectively	5	4	3	2	1	(70)
- use appropriate skills to deal with different kinds of material	5	4	3	2	1	(71)

12B. PLEASE LIST BELOW ANY OTHER OBJECTIVES YOU THINK ARE ESSENTIAL AT THIS GRADE LEVEL:

_____

_____

_____

_____

_____

INSTRUCTIONAL PRACTICES IN READING

13. WITH REGARD TO GENERAL METHODS OF DEVELOPING READING SKILLS, INDICATE THE FREQUENCY WITH WHICH YOU USE THE FOLLOWING ACTIVITIES DURING A PERIOD OF INSTRUCTION SUCH AS A NEW UNIT OF STUDY:

	Always	Often	Sometimes	Rarely	Never	
- spend time on instruction in word-attack skills (e.g. break down words into component parts)	5	4	3	2	1	(72)
- spend time on instruction in context clues (e.g. derive meaning from surrounding words, pictures and graphs, etc.)	5	4	3	2	1	(73)
- spend time on instruction in vocabulary development (e.g. teaching new concepts, technical terms)	5	4	3	2	1	(74)
- spend time on instruction in literal comprehension skills (directly identifying factual information, such as: sequence, cause-effect, main idea)	5	4	3	2	1	(75)
- spend time on instruction in inferential comprehension skills (deducing what is implied by interpreting the material read)	5	4	3	2	1	(76)
- teach applied reading skills (e.g. following directions, filling in forms)	5	4	3	2	1	(77)
- teach reference skills (e.g. dictionary use)	5	4	3	2	1	(78)
- discuss necessary reading skills required when making a new assignment (e.g. skimming for overview, scanning for details, understanding different forms of reading material)	5	4	3	2	1	(79)

ISSUES IN PROGRAM IMPLEMENTATION

14. BECAUSE READING ACTIVITY IS INHERENT IN ALL CONTENT AREAS, AND, THEREFORE, BECAUSE ALL SUBJECT TEACHERS ARE NECESSARILY CONCERNED WITH THE DEVELOPMENT OF THE READING SKILLS OF THEIR STUDENTS, WOULD YOU PLEASE INDICATE YOUR REACTION TO THE FOLLOWING STATEMENTS:

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	
	5	4	3	2	1	
It is necessary to have taken courses specializing in the teaching of reading in order to teach reading effectively.	5	4	3	2	1	(80)
The teaching of reading can be incorporated into the teaching of the subject discipline without interfering with the main objective of that subject.	5	4	3	2	1	(81)
Teaching reading along with literature detracts from the literary enjoyment students should derive.	5	4	3	2	1	(82)
The teaching of remedial reading in the secondary school should be carried out only by specially trained reading teachers.	5	4	3	2	1	(83)
The teaching of developmental reading in the secondary school should be carried out only by specially trained reading teachers.	5	4	3	2	1	(84)
The English teacher is in the best position to determine and teach reading skills.	5	4	3	2	1	(85)
Teaching reading and study skills enhances students' learning of English.	5	4	3	2	1	(86)
Promotion to higher grades should be contingent upon adequate reading ability.	5	4	3	2	1	(87)
The English teacher should be responsible for teaching the reading skills required in other areas (such as science, mathematics, social studies, etc.)	5	4	3	2	1	(88)
The subject teachers of each content area should be responsible for teaching the reading skills necessary to that particular subject discipline (science teachers should teach science reading skills, for example)	5	4	3	2	1	(89)

PLEASE CONSULT WITH YOUR SCHOOL ADMINISTRATION WHEN COMPLETING QUESTION #15. THIS INFORMATION SHOULD BE ENTERED IDENTICALLY ON EACH QUESTIONNAIRE SENT TO YOUR SCHOOL IN ORDER THAT APPROPRIATE ANALYSES CAN BE DONE.

15. IF YOU ARE CARRYING OUT DISTRICT OR SCHOOL ASSESSMENTS IN SECONDARY READING PERFORMANCE, DO YOUR TESTS INDICATE THAT STUDENT PERFORMANCE IS GENERALLY:

Improving	☐ 1	
Remaining stable	☐ 2	
Decreasing	☐ 3	
No basis for comparison	☐ 4	(90)

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